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ABSTRACT

This student handbook on job seeking skills was developed by a project to enhance career services for students with disabilities in higher education. The guide is intended to provide students with basic information on setting career goals and looking for work, including special considerations for job seekers with disabilities. Individual sections cover the following topics: "About Yourself," "About Disability," "About the Job," "About the Resume," "About the Interview," "About the Search," "Marketing Yourself," "About Job Expectations," and "About the ADA" (Americans with Disabilities Act). Each section provides a variety of informational items such as samples (of letters and resumes), possible interview questions, a self evaluation guide, disclosing the disability, decision guidelines, job search resources including Web sites, and principal parts of the ADA. (Contains 14 references.) (DB)

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National Center on Deafness

Student Handbook

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Job Seeking Skills for People with Disabilities

Transition
Resources
And
Career
Services for Students with Disabilities

EC 309023

CALIFORNIA STATE UNIVERSITY
NORTHRIDGE

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Job Seeking Skills for People with Disabilities: A Guide to Success

Student Handbook

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Transition Resources and Career Services for Students with Disabilities (TRACS) creates long term working relationships between employers, service providers, faculty and students. Our main focus is to create a mutually beneficial relationship easing the transition of students with disabilities into higher education and the workplace. TRACS works in concert with CSUN's The Career Center, Students with Disabilities Resources and local community colleges. TRACS targets high school, community college and university students with disabilities and who are deaf and hard of hearing.

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TABLE OF CONTENTS

ABOUT YOURSELF.........Page 1
Personality Traits
Personality Inventory
Interest Survey
Values
Personal Values Survey
Skills
Good Worker Skills Survey
Functional Skills Survey
Technical Skills Survey
Skills Assessment Questionnaire
Job Matching Worksheet

ABOUT DISABILITY.........Page 12
Disabilities Considerations
Disability Assessment
Deaf/Hard of Hearing
Blind and Vision Impairments
Learning Disabilities
Acquired Brain Disabilities
Physical Disabilities
Speech Disabilities
Assistive Technology
Solutions for Individuals with Learning Disabilities

ABOUT THE JOB.........Page 29
Identifying Occupations
Career Exploration Involves Three General Steps
Occupational Research Grid Career Area
Information Interviews
Sample Questions for Information Interviews
Sample Thank You Note
Decision Pyramid
Goal-Setting
Plan of Action Worksheet
Common Information Needed for Application
Explaining Gaps in Employment
Common Mistakes

ABOUT THE RESUME.........Page 44
Developing Resumes
Tips for Effective Resume Writing
Tips for People with Little or No Work Experience
Resume Worksheet
Action Verbs
Types of Resumes

TABLE OF CONTENTS

Electronic Resume
Polishing Your Keyword Skills
Who Should Be My References?
Common Errors
Ways to Format Your Contact Information
(Resume) Chronological – Samples
(Resume) Functional
(Resume) Combination
(Resume) Accounting
(Resume) Education
(Resume) Technical
(Resume) Creative
(Resume) Liberal Arts
(Resume) Journalism
Cover Letters

ABOUT THE INTERVIEW..Page 70
Preparing for the Interview'
Tips to Remember Before, During and After the Interview
Questions Commonly Asked by Employers During the Interviews
Common Mistakes Made During Interviews
Sample Questions to Ask Employers
Salary Negotiation
Tips for Negotiating Salary
When and How to Disclose a Disability
Handling Illegal Questions
General Guide to Disclosure Timing
Dressing Professionally

ABOUT THE SEARCH..Page 82
Job Search Methods
Six Rules of Successful Networking
The Hidden Job Market
Locating Jobs
Finding Internships
Career Resource List

MARKETING YOURSELF..Page 96
What to Do if You Are Terminated
Steps to Take
How to Convince Potential Employers that You Are Worth Hiring?
Who is Your Audience?
What Benefits Do You Have to Offer an Employer?
Marketing Your Disability
Examples of Reframing Your Thought Process and Beliefs

TABLE OF CONTENTS

ABOUT JOB EXPECTATIONS......Page 101
Employee Expectations
Employer Expectations
Building Work Relationships
Your First Career Experience
Getting Along with Your Supervisor
Resolving Conflict
Start on the Right Foot
Leaving a Job on Good Terms
Sexual Harassment

ABOUT THE ADA......Page 110
Five Parts of the ADA
Title I, Employment: Three Steps
Important ADA Definitions
ADA Employment Opportunity Enhancers
Types of Reasonable Accommodations
Possible Issues and Accommodations
Finding Accommodations
Filing Complaints
Telephone Numbers for ADA Information
Methods of Accommodations
Examples of Disabilities, Possible Issues and Accommodations
Guiding Principles for Providing Reasonable Accommodations
List of Resources
Disability Assessment

INDEX......Page 135

REFERENCES......Page 138

PREFACE

By:

***Juliana Recio*, Project Coordinator Transition Resources and Career Services for Students with Disabilities (TRACS)**

The original handbook was a compilation of information from different sources designed to provide you with basic information on setting career goals and looking for work, including special considerations for job seekers with disabilities. This updated book does not offer answers to all career and disability needs. This book should provide you with information on disability issues and career development. We recommend you use this book as a guide and not replacement for the services of job developers and career counselors.

We strongly encourage you to fill out the following brief evaluation form on line at http://tracs.csun.edu. This evaluation allows the TRACS team to obtain feedback on the book. The updated Job Seeking Skills for People with Disabilities a Guide to Success is also available on line at http://tracs.csun.edu/disabili.htm.

For information on other TRACS resource materials: National Center on Deafness, Cal State University, Northridge Special Projects Office (818) 677-2099

Funding is provided by the U.S. Department of Education, Office of Special Education & Rehabilitative Services

ABOUT YOUR SELF

In order to find a career path that you will find both challenging and satisfying consider these factors about yourself:

- *Your major*
- *Your hobbies*
- *Your likes and dislikes*
- *Your skills*
- *Your past experience*
- *Your personality*

There are many ways you can assess yourself. However, if you would like a more in-depth self-knowledge, it is recommended that you meet with a career counselor who can provide you with standardized career assessments. With the guidance of the counselor, you can develop a profile of yourself, including career options.

The most common place to find career counselors is at:

- *The college's or university's career center*
- *The State Department of Rehabilitation*
- *Community agencies*
- *State employment offices*

If you cannot get to a career counselor, the following pages contain some brief self-evaluations that may help you to identify some of your skills, interests, and personality traits.

Personality traits:

Personality traits can be interpreted as both positive and negative depending on the job that you are performing. Let's say that being critical is one of your traits. This could be a plus if you are editor of a publishing company. It would be a negative trait if you were a supervisor trying to gain rapport with an employee.

ABOUT YOUR SELF

Personality inventory:

This self-evaluation on the following page, may help you better understand your personality traits or characteristics. Below is a list of personality traits and their meanings. Read each trait and its meaning, then indicate its strength on the line using the scale:

0 = I do not have this trait
1 = I have this trait to some degree
2 = I clearly have this trait
3 = I strongly have this trait

__ **Honest**: I have integrity; I keep my promises
__ **Courteous:** I am thoughtful of others
__ **Responsible:** I am accountable and I follow through with tasks
__ **Compatible:** I work well with others
__ **Loyal:** I show devotion to people and/or things
__ **Enthusiastic:** I show eagerness and a willingness to work with others or things
__ **Open-minded:** I am receptive in the opinions and ideas of others
__ **Self-controlled:** I control my actions and feelings
__ **Influential:** I motivate or encourage others
__ **Initiative:** I start thoughts and/or actions on my own
__ **Adaptive:** I make changes when necessary and accept them from **others**
__ **Industrious:** I am consistently active
__ **Careful:** I give watchful attentions to people and/or things
__ **Self-reliant:** I do things myself and I feel confident about them
__ **Compassionate**: I have sympathy and feelings for others
__ **Dedicated:** I seriously devote my time and energy to causes and/or goals
__ **Competitive:** I strive to win and be my best
__ **Patience:** I am able to wait and I take my time
__ **Perfectionist:** I try to achieve the highest possible degree of excellence
__ **Courage:** I face danger or difficulties in spite of my fears
__ **Decisive:** I make decisions promptly and definitely
__ **Drive:** I have the energy to get things done
__ **Perseverance:** I am persistent
__ **Calmness:** I am serene
__ **Stable:** I am constant in my responses to people and/or things

**Check the traits that you marked a 3 that "Strongly Exist"*

Interests:

Just because you are interested in something does not mean that you automatically are good at it. It is a known fact that you are most likely to excel at what you like to do. Think of those things you have done in the past where you succeeded (i.e. volunteering at the local hospital, writing a poem that was highly praised). The following survey will help you focus on your interests.

Interest Survey

Values:

Identifying your values is one of the most important factors in considering your career choices. It is very important that you have an answer for the following questions:

1- Do my values match my interests?
2- Do my values match the work involved in a particular field?

Your chosen career may not match your values. For instance, the career may involve long hours (no family time) or does not pay a large salary (no out of town vacations).

There are two kinds of values explored here: Work values and personal values. Work values are those factors that you consider important on the job.

Work Related Values

The following list describes a wide variety of values. Please rate the degree of importance that you would assign to each, using the scale below:

1- Not important at all
2- Not very important
3- Reasonably important
4- Very important

__ **Help society**- Contribute to the community and society
__ **Help others**- Help other people in a direct way
__ **Public contact**- Have a lot of day-to-day contact with people
__ **Work with others**- Work as a team
__ **Affiliation**- Membership in a particular organization
__ **Competition**- Match my abilities against others
__ **Make decisions**- Decide courses of action and policies

__ **Work under pressure**- Enjoy situations where deadlines are common
__ **Power and authority**- Control the activities of other people
__ **Influence people**- Change attitudes or opinions of other people
__ **Work alone**- Work by myself, without much contact with others

__ **Knowledge**- Pursue knowledge, truth, and understanding
__ **Intellectual status**- Having intellectual prowess or expertise in a given field
__ **Artistic creativity**- Work creatively in art, or fields related to art
__ **Creativity**- Create ideas, programs, organizational structures
__ **Aesthetics**- Appreciate the beauty of things, people
__ **Supervision**- Oversee and be directly responsible for the work done by others
__ **Change and variety**- Frequently change task in their content or settings
__ **Precision work**- Enjoy situations where there is little room for error
__ **Stability**- Work routine largely predictable and not likely to change
__ **Security**- Maintain my job and a reasonable financial reward
__ **Fast Pace**- High pace of activity, work must be done rapidly
__ **Recognition**- Have work recognized in some visible or public way
__ **Excitement**- High degree of frequent excitement
__ **Adventure**- Work that involves frequent risk-taking
__ **Profit, gain**- Accumulate large amounts of money or other material gain
__ **Independence**- Work without significant direction from others
__ **Moral fulfillment**- Work that contributes significantly to moral standards
__ **Location**- Work in a location that matches lifestyle
__ **Community**- Involvement in community affairs
__ **Physical challenge**- A job with physical demands
__ **Time flexibility**- Work according to my own time schedule

Choose 10 of these Work Values, which are the most important to you and check them. Each of these values will be relevant to the career exploration that you will do in later exercises. If you can think of any other work values (desired satisfactions) that are not included in the list above and which are especially important to you, add them to the *10 values* you checked.

Personal values are what you consider important to you as a person. Ask yourself what's important to you in your personal life. For example, recognition for yourself or for others may be important to you.

ABOUT YOUR SELF

Personal Values Survey

__ Ability to influence
__ Achievement
__ Adventure
__ Art
__ Availability to my children
__ Beautiful surroundings
__ Community participation
__ Companionship
__ Competitiveness
__ Creativity
__ Dance
__ Education
__ Ethics
__ Excitement
__ Exercise
__ Family time
__ Financial comfort
__ Flexibility
__ Generosity
__ Good family relationships
__ Happiness
__ Health
__ Helping others
__ Hobby
__ Honesty
__ Humility
__ Independence
__ Integrity
__ Intellectual stimulation
__ Justice
__ Leisure time
__ Loving & understanding
__ Loyalty
__ Material possessions
__ Mental challenge
__ Music
__ Neatness and orderliness
__ Patriotism
__ Personal appearance
__ Peace of mind
__ Pets
__ Physical challenge
__ Pioneering
__ Power
__ Recognition
__ Religion
__ Reputation
__ Respect
__ Security
__ Self-esteem
__ Self-improvement
__ Self-knowledge
__ Sense of accomplishment
__ Sense of control
__ Social status
__ Spiritual development
__ Sports
__ Theater
__ Time to yourself
__ Tolerant attitudes
__ Travel
__ Truth
__ Volunteering
__ Wealth
__ Humans and nature are in balance
__ World without discrimination
__ Making the "team"
____

Skills

Think of anything that you do better than average. These are the skills you want to present to an employer. Some examples might be: organizing and developing projects, good writing skills or the ability to remember details accurately.

Skills for success:

Skills can be separated into two different groups: *transferable skills and nontransferable skills. Transferable skills* are skills that can be used in one job or another. *Nontransferable skills* are generally specific to a certain job or type of work.

Transferable skills:

There are _two_ categories for transferable skills, worker skills and functional skills.

Look at everything you do in your life. Even skills developed in the home (budgeting, childcare) or hobbies (attention to details, organizing) can be 'transferred' into a work setting.

Good worker skills allow you to be flexible in different jobs.
Examples: Accept responsibilities, be organized and meet deadlines.

Functional skills are general skills useful in a variety of jobs.
Examples: Analyze data, manage people, and operate machinery

The Functional Skills Survey is divided into *three* broad groups:

Data- Researching, comparing, and analyzing skills
People- Patience, tolerance, and listening skills
Things- Repair, equipment, and machines

All jobs utilize data, people and things, but most jobs emphasize one category over others. For example, computer system analysts work with data, counselors work with people and auto mechanics work with cars.

Note: If you check more items in one column than the other two, this may indicate a new direction in mapping out your future.

ABOUT YOUR SELF

Nontransferable Skills: Technical skills

Technical skills apply to a specific job or occupation. They are nontransferable skills that may or may not be used in other settings.

Examples: **Drawing –** cartoonist
Sewing – tailor

Take a look at the *Technical Skills Survey*. Don't be discouraged if you can not check any of the sample items.

Take time to fill out the *Good Workers Skills Survey on this page*, the *Functional Skills Survey on page 8*, and the *Technical Skills Survey on page 9*.

Good Worker Skills Survey

I possess the following skills:

__ Admit mistakes
__ Accept supervision
__ Alert
__ Ambitious
__ Ask questions
__ Assertive
__ Capable
__ Cheerful
__ Complete assignments
__ Considerate
__ Cooperative
__ Coordinate activities
__ Creative thinker
__ Deal with stress
__ Delegates
__ Dependable
__ Eager
__ Expressive
__ Alternate solutions
__ Flexible
__ Follow instructions
__ Follow through
__ Friendly
__ Good attendance
__ Good listener
__ Good natured
__ Sense of direction
__ Hard worker
__ Helpful
__ Honest
__ Identify problems
__ Imaginative
__ Independent
__ Industrious
__ Intelligent
__ Leader
__ Learn quickly
__ Logical
__ Loyal
__ Manage time well
__ Mature
__ Meet deadlines
__ Methodical
__ Modest
__ Motivated
__ Open-minded
__ Optimistic
__ Organized
__ Original
__ Physical strength
__ Practical
__ Productive
__ Punctual
__ Realistic
__ Accurate information
__ Remembers facts
__ Reliable
__ Resourceful
__ Responsible
__ Responsive
__ Results oriented
__ Self-confident
__ Self-motivated
__ Sense of humor
__ Sensitive
__ Serious
__ Set goals
__ Set priorities
__ Sincere
__ Spontaneous
__ Steady
__ Strong
__ Take responsibility
__ Teamwork
__ Thrifty
__ Trustworthy
__ Unpretentious
__ Versatile
__ Well-informed
__ Well-organized
__ Willingness

ABOUT YOUR SELF

Functional Skills Survey

I possess these skills...

Data __ Analyzing __ Calculating

__ Classifying
__ Collating
__ Comparing
__ Compiling
__ Composing
__ Computing
__ Coordinating
__ Copying
__ Creating
__ Developing Ideas
__ Evaluating
__ Examining
__ Filing
__ Gathering
__ Interpreting
__ Investigating
__ Managing money
__ Observing
__ Organizing
__ Presenting
__ Reading
__ Recording
__ Reporting
__ Researching
__ Sorting
__ Synthesizing
__ Transcribing
__ Writing

People

__ Advising
__ Caring for
__ Confronting others
__ Consulting
__ Coordinating
__ Counseling
__ Directing
__ Empathizing
__ Entertaining
__ Guiding
__ Helping
__ Influencing others
__ Informing
__ Instructing
__ Interpreting
__ Leading
__ Listening
__ Managing
__ Motivating
__ Negotiating
__ Persuading
__ Serving
__ Speaking
__ Supervising
__ Supporting
__ Taking instructions
__ Teaching
__ Training
__ Treating
__ Handling

Things

__ Loading
__ Manipulating
__ Monitoring
__Moving
__Operating/Controlling
__ Precision working
__ Preparing
__ Pushing
__ Regulating
__ Remodeling
__ Repairing
__ Setting up
__ Stacking
__ Tending
__ Adjusting
__ Assembling
__ Building
__ Calibrating
__ Carrying
__ Crafting
__ Cutting
__ Demonstrating
__ Designing
__ Disassembling
__ Driving/Operating
__ Finishing/Refining

ABOUT YOUR SELF

Technical Skills Survey

I possess these skills…

__ Acupuncture
__ Appraising
__ Acting
__ Auto body repair
__ Auto engine tune-up
__ Basketball
__ Blueprint reading
__ Book binding
__ Bricklaying
__ Bridge designing
__ Building inspection
__ Cabinet making
__ Cake decorating
__ Carpet installation
__ Chimney cleaning
__ Choreography
__ Color analyzing
__ Computer programming
__ Cooking
__ Cost estimation
__ Costume design
__ Drawing
__ EEG procedures
__ Electric skill
__ Elevator repair
__ Embalming
__ Eyeglass fitting
__ Equipment repair
__ Fire fighting
__ First-aid skills
__ Fishing
__ Flower arranging
__ Flying
__ Food-packing
__ Framing
__ Glazing
__ Hairstyling
__ Harvesting
__ Horse breeding
__ Housekeeping
__ Hunting
__ Intelligence gathering
__ Jewelry making
__ Landscaping
__ Legal research
__ Line installation
__ Manicuring
__ Meat inspection
__ Medicine dispensing
__ Metalworking skills
__ Mild processing
__ Millwright skills
__ Mine cutting
__ Motion Film directing
__ Navigating
__ Orthodontic
__ Pattern making
__ Pet-grooming
__ Photography
__ Plastering
__ Plumbing
__ Poultry cutting
__ Precision assembling
__ Printing operation
__ Proofreading
__ Radar operation
__ Radio announcing
__ Real estate
__ Reference
__ Roofing
__ Sailing
__ Sculpting
__ Set design
__ Sewing
__ Sharp shotting
__ Sheet-metal
__ Ship fitting
__ Shoe repair
__ Solar heater
__ Spacecraft designing
__ Spinal adjustment
__ Surveying
__ Tax preparation
__ Teeth cleaning
__ Telegraph operation
__ Tile setting
__ Timber cutting
__ Tool making
__ Typesetting
__ Upholstery
__ Musical Instruments
__ Warehousing
__ Weaving
__ Welding
__ Window dressing
__ Window washing
__ Writing advertisement
__ X-ray machine
____

Count the skills you have marked on these surveys and if you *have more than 5;* narrow your list down to *first 5 skills.* Pick those that you feel most confident using or enjoy the most and write them in the space that follows.

Skills Assessment Questionnaire

The Skills Assessment Questionnaire that follows contains 16 items. Think about each skill and decide whether this is a skill you possess and if you would like to use on a job. After figuring out your skills, you will then be able to see which jobs match your strengths and interests.

Continuous: On some jobs you do the same things many times a day and you work at a steady pace. Is this type of work for you? _____ YES _____ NO

Precise: On some jobs there is little room for error so you must be very exact in your work. Is this type of work for you? _____ YES _____ NO

Using facts: On some jobs you use factual (true) information to decide what to do. Is this type of work for you? _____ YES _____ NO

Working with others: On some jobs you must deal with many different people to get your work done. Is this type of work for you? _____ YES _____ NO

Persuading: On some jobs you talk with people to try to influence other people's actions or ideas. Is this type of work for you? _____ YES _____ NO

Decision-making: On some jobs you are responsible for making major decisions about projects, plans, and other people's duties.
Is this type of work for you? _____ YES _____ NO

Change: On some jobs you must move often from one task to another and use several different skills. Is this type of work for you? _____ YES _____ NO

Creative: On some jobs you must express feelings and ideas in artistic ways.
Is this type of work for you? _____ YES _____ NO

Eye-hand coordination: On some jobs you need to be very good at handling objects quickly as you see them.
Is this type of work for you? _____ YES _____ NO

ABOUT YOUR SELF

Working with fingers: On some jobs you need to be able to do very precise work with your fingers. You need to work with small things very quickly and carefully. Is this type of work for you? _____ YES _____ NO

Checking accuracy: On some jobs you need to be very accurate at reading or copying written materials. You have to be very good at things like proofreading numbers and words.
Is this type of work for you? _____ YES _____ NO

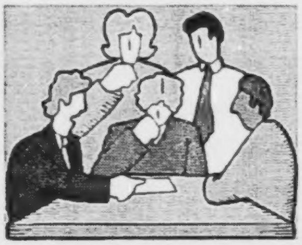
Use of words: On some jobs you need to be able to read and understand instructions easily. You have to express yourself very clearly in writing, or when talking with people. Is this type of work for you? _____ YES _____ NO

Use of numbers: On some jobs you need to be able to work very quickly and accurately with numbers or measurements.
Is this type of work for you? _____ YES _____ NO

Catching on to things: On some jobs you need the ability to understand procedures and the reasoning behind them. You have to be very good at figuring out complicated things quickly and easily.
Is this type of work for you? _____ YES _____ NO

Seeing detail: On some jobs you need to be able to tell slight differences in shapes of objects and lengths of lines. You have to be able to see detail in objects, pictures, or drawings. Is this type of work for you? _____ YES _____ NO

Physical activity: Jobs require different amounts of physical activity. On some jobs you need to be very active, often handling 25-pound objects and sometimes more. Is this type of work for you? _____ YES _____ NO



Disability Considerations

When considering special jobs, it is important for job seekers with disabilities to review both the requirements of the job and primary functions of the job

Disability assessment:

To help clarify your disability and related *'functional limitations,'* read the following list of requirements, and check any areas that are very difficult to perform. This assessment will be useful during your career exploration.

Areas	Functions
Balancing	Maintain equilibrium while standing, crouching, walking, or running on narrow, or slippery surfaces
Climbing	Ascend or descend stairs, ramps, ladders, scaffolding, poles, and ropes using feet, legs, hands and arms
Color Vision	Identify and distinguish colors and shades
Crawling	Move about on hands and knees or hands and feet
Crouching	Bend body downward & forward by bending legs & spine
Depth perception	Three-dimensional vision
Feeling	Perceive size, shape, temperature, or texture of objects and materials by touching or handling, particularly with fingertips
Field of vision	Area that can be seen up and down and to right and left while eyes are fixed on given point
Fingering	Picking, pinching, or otherwise working primarily with fingers
Form Perception	Perceive objects in graphic material. Effectively make comparisons of shapes, shadings, widths and lengths of lines
Endurance	Work prolonged hours (6-8 hours)
Hand dexterity	Move fingers rapidly and accurately to work with small objects
Handling	Hold, grasp, turn, or otherwise work with hands and fingers
Hearing	Perceive sounds
Intellectual	General learning ability. "Catch on" or understand instructions, facts, and underlying principles. Reason and make judgments
Lifting	*Sedentary*- 10 pounds maximum and occasional lifting carrying ledgers or small objects. Although a sedentary job is one that involves sitting, certain amounts of walking and standing are often necessary in carrying out job duties. Jobs are sedentary if walking and standing are required only

	occasionally and other sedentary criteria are met. *Light- 20* pounds maximum with frequent lifting/carrying objects weighing up to 10 pounds. Even though weight lifted may be only negligible amount, a job is in this category when it requires walking or standing to significant degree, or when it involved sitting most of the time with degree of pushing and pulling of arm and/or leg controls. *Medium-* 50 pounds maximum with frequent lifting/ carrying objects weighing up to 25 pounds. *Heavy-* 100 pounds maximum with frequent lifting/carrying objects weighing up to 50 pounds. *Very Heavy-* In excess of 100 pounds with frequent lifting/carrying objects weighing 50 pounds or more
Manual dexterity	Move hands easily placing &turning
Motor Coordination	Coordinate eyes and hands or fingers to perform tasks rapidly and accurately
Numerical aptitude	Perform arithmetic operations quickly and accurately
Reaching	Extend hands and arms in any direction.
Speech	Present words clearly and effectively
Stooping	Bend body downward and forward by bending spine at waist
Walking	Ability to walk distance with little effort
Verbal aptitude	Understand the meaning of words and ideas
Vision	Adjustment of lens of eye to bring object into sharp focus. Especially important when doing near-point work

Deaf / Hard of Hearing

- Rarely is a person completely deaf: Usable hearing varies greatly
- Not everyone benefits from hearing aids: They only amplify, not make sound clearer
- The life activity most affected is communication
- Versatility is valuable. Communication takes many forms: pen and paper, typing on a computer monitor, learn some "survival signs"
- Severity of loss may be different at various frequencies
- People who are deaf or hard of hearing have different education levels
- A person who uses American Sign Language (ASL) may not be proficient in English and vice versa
- Someone not proficient in English is not stupid or illiterate
- Deafness may or may not involve a cultural component

Attention getters:

- Varies depending on the person & the situation
- Calling their name may be quite appropriate if the person has residual hearing
- Lightly tap on the shoulder or lightly placing a hand on the shoulder.
  Heavy touch / rapid tapping indicates urgency
- Ask someone closer to tap them on the shoulder
- Wave your hand and arm in the air
- Hit your foot on the floor repeatedly or pound lightly on a table
- Large groups: flash lights at a slow and steady pace.
  Rapid flashing indicates an emergency

Lip reading:

- Not all deaf people know sign language, or choose to use interpreters
- Not everyone is a good lip reader
- Lip reading skill has no correlation to intelligence
- Not an exact skill: Only 25-30% of spoken English is visible in the lips
- Enunciate clearly: Do not yell or over enunciate
- Remove objects from your mouth: cigarettes, pipes, gum
- Keep hands or other objects from covering your mouth: Beard or mustache may interfere
- Sit with a light source in front, not behind you

ABOUT DISABILITY

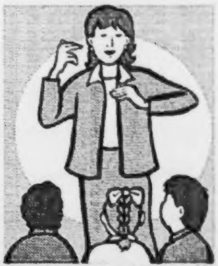
Speech:

- Many people who are deaf or hard of hearing are easily understood
- Others cannot monitor volume/tone of their voice
- May initially be hard to understand
- Ask them to repeat it or to write it down
- Ask in a respectful manner, not a condescending manner
- Deaf people, like hearing people, vary in their communication skills

Sign Language:

- For many, *American Sign Language (ASL)* is the first language acquired and used
- ASL is a recognized language with a unique syntax, grammar and structure
    - ASL is not signed English
- Some use sign language that is not pure ASL: they may be combine some vocabulary of ASL with some grammar and syntax of English
- American Sign Language is used in the U.S. & parts of Canada
    - Sign languages are regional, not international

Sign Language interpreters:



- The need for an interpreter depends on the situation, the type of communication the people involved
- Interpreters are a conduit for communication; they do not add information or alter the message
- Communicate directly with the person who is deaf, not the interpreter

- Many deaf people have the ability to speak, others do not. This is a personal issue involving many factors
  Some people prefer to speak for themselves, even with an interpreter
- Do not avoid using words or phrases like "hear" or "sounds good"

Function of the interpreter:

- Facilitate direct communication for all parties
- Improve communication accuracy and avoid misunderstandings
- Decrease frustrations
- Raise the "comfort level" of those interacting
- Encourage more complete communication, so individuals feel free to ask questions and offer more in-depth explanations
- Save time
- Clarify non-verbal communication

How to work with a Sign Language interpreter:

- Maintain eye contact with the deaf person, not the interpreter
- Position so the deaf person can watch the interpreter and speaker
- Address the deaf person directly, avoid phrases such as, "ask her..."or " tell him..."
- The interpreter is bound by a Code of Ethics requiring them to interpret everything : signed or spoken
- In serious situations, use of a deaf person's close friend or family may be inappropriate because they are not neutral communicators

To request a Sign Language interpreter:

To find an agency in your area contact:

- State unemployment office
- State department of rehabilitation
- Community based organizations
- Registry of Interpreters for the Deaf

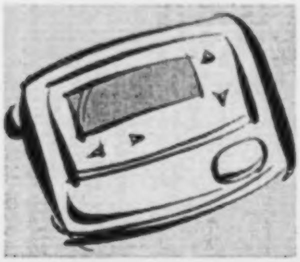
Note: Most agencies request *3-5 days* notice. Have the following information ready:

1. Date and time of meeting
2. Name of contact person and company

3. Addresses of company, including room number, zip code & nearest cross streets. Parking location and fees, if any.
4. Telephone number, including extension & area code
5. State what the events is (meeting, job interview, etc.) & request any special circumstances: ASL interpreter, signed English, oral, etc.

Phone calls:

- Relay services establish communication between hearing people who use voice phones & hearing or speech impaired people who use Telecommunication Devices for Deaf (TDDs)
- Call the relay voice number & give the operator the deaf person's TDD number
- The relay operator will be using both the telephone & the TDD while relaying communications between the deaf person & the hearing person
- Speak at an appropriate pace since the operator will be typing
- Say "GA" or (GO Ahead) to let the deaf person know it is their turn to speak
- Be patient & recognize that typing takes longer than talking
- Use voice carryover (VCO) through the relay service
- Use the videoconference (i.e., Envision)
- Interactive pagers (i.e. Wyndtell, Skytel)
- Instant Messaging and Chat (i.e., AOL IM, Yahoo IM)



Blindness and Vision Impairments

- Few people are completely blind. Most people fall in the mid-range on a continuum from sighted to blind Amount of usable sight varies from person to person
- Visual acuity may change under differing light conditions

Definition of vision impairments:

Measured by how much and how clearly objects can be seen

- *Legal Blindness:* 0%-10% of normal vision in both eyes (20/200 or less), and/or 20% or less of normal peripheral vision in both eyes
- *Low vision or partially sighted:* Visual acuity and/or field of vision is less normal, or having a visual limitation in only one eye
- Vision limited to a narrow angle in the center is called *tunnel vision*
- *Other vision impairments:* Include learning disabilities which interfere with the perception of visual or written information

Blindness:

- The term "*Blindness*" should be reserved for a complete loss of functional sight
- Only a small minority of people are totally blind
- Major challenge is the mass of printed material encountered on a daily basis
- By the time the person reaches employment, they often have developed various methods of dealing with visual materials. Ask the person for their accommodation needs.

Options that make written materials available:

1. Recorded onto *AUDIO CASSETTES*
2. large print *(18 point type)*
3. Transcribed into *BRAILLE*
4. *VOICE SYNTHESIZER* used with computers, calculators, typewriters and clocks to read information aloud
5. Computer speech software

Misconceptions of people with low vision:

1. Sometimes viewed as "*faking it*"
    - The disability is not visible
    - Most do not use white canes for travel
2. Reactions from others concerning handwritten communications
    - Letters must be written large

Frequently writing is not neat, almost child-like in appearance

Interaction considerations:

- Announce your presence and who you are in a normal tone of voice
- When you are leaving, say so
- Offer assistance in filling out forms; be prepared to read written information aloud
- Do not raise voice when conversing
- Do not stop talking when a blind person is approaching- They rely on your voice for orientation
- Use *descriptive words* for directions: straight, forward, left
- Avoid vague terms such as " over there"
- Do not avoid the terms *"see"* or *"look"* when speaking
- When walking, let the person take your arm from behind just above the elbow
- Provide visual cues and obstacles
- Introduce others in a room by name & location
- *Guide dogs* are working animals: *NEVER* pet or touch without permission

Learning Disabilities

- Learning Disabilities (LD) are hidden disabilities
- Most people with LD have average to above average intelligence
- LD is an information processing, storage, or retrieval problem, not an intelligence problem
- Any stage of the biochemical process of learning may contain a defect while the other stages remain unaffected
- LD is actually quite common. People with LD are found throughout the work force: entry level positions to CEOs
- With technology, people with LD can be successful in all areas of employment
- Learning disabilities are individualized; any generalizations about specific signs or symptoms are of limited value

What are learning disabilities?

Includes specific deficits in one or more of the following:

- Oral comprehension
- Nonverbal reasoning
- Expressive language
- Coordination
- Academic skills
- Integration of information
- Sustaining attention
- Visual/Spatial perception
- Organizing
- Social judgment

Examples of learning deficits:

- Difficulty with reading
- Difficulty with mathematics
- Problems working with hands
- Difficulty in receiving & processing information accurately from:
  - The sense of hearing
  - The sense of sight
- Deficits in social skills
- Problems with directionality

Adjustments for people with learning disabilities:

Reading:

- Use verbal instructions
- Have co-workers explain important office communications
- Allow telephone call instead of writing letters
- Allow extra time for reading

Writing:

- Allow dictation
- Assign someone to proofread written materials
- Provide a computer with spelling & grammar checks

Listening:

- Provide quiet surroundings
- Furnish written instructions and demonstrate tasks
- Speak clearly in short, simple sentences
- Encourage note taking

Social Skills:

- Be direct. Say what you mean; avoid sarcasm
- Don't expect hints to convey a message
- Help the person learn the "hidden rules" & politics of the workplace

Training:

- Some people with learning disabilities have difficulty in learning new tasks
- Some may need to use all of their senses to learn tasks
- Trainers may demonstrate, as well as provide verbal and written instructions
- Allow adequate time for supervised practice
- Watch that tasks are done properly
- Allow time for questions & assure the person that they can ask further questions if they encounter a problem

Acquired Brain Disabilities

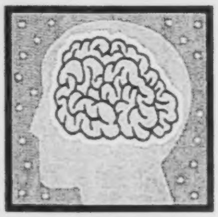
- Results from an external cause: accident, illness, or drugs
- Reduces the brain's ability to function
- Two most common causes: Traumatic Brain Injury (TBI) and stroke
- Any function of the brain may be involved: perception, language, memory, problem-solving, abstract reasoning, or motor skills
- Brain injury results in three major types of impairments:
    Physical problems (paralysis)
    Cognitive impairments (thinking and comprehending)
    Behavior disorders
- Great variability in effects on different individuals

Injuries may result in the following impairments:

- Memory
- Spatial reasoning
- Speed of thinking
- Psycho-social behaviors
- Sensory and physical abilities
- Cognitive/ perceptual communication
- Executive functions (goal setting, planning, etc.)

Similar to learning disability deficits with:

- Attention
- Impulse control
- Skill integration
- Abstract reasoning
- Memory
- Organization
- Generalization
- Social judgment



Interaction considerations:

- Many techniques are similar to those used for learning disabilities
- Other considerations helpful in interactions:
- Avoid over stimulation
- Be consistent
- Stay calm
- Give step-by-step directions
- Do not talk down to the person
- Avoid arguments and stressful situations
- Allow adequate response time
- Remember to praise
- Incorporate frequent repetition of information: emphasize use of memory cues

Physical Disabilities

A broad range of disabilities including:

- Orthopedic
- Cardiovascular
- Neuromuscular
- Pulmonary

Often employ *assistive devices (see page 26)* such as wheelchairs, crutches, canes, and artificial limbs to obtain mobility. Disability may either be congenital or a result of injury, muscular dystrophy, multiple sclerosis, cerebral palsy, amputation, heart disease, pulmonary disease or other acquired factors

Some people may have hidden disabilities, which include pulmonary disease, respiratory disorders, epilepsy and other conditions

Access issues:

- Inability to access building/room
- Decreased eye-hand coordination
- Impaired verbal communication
- Decreased physical stamina/endurance

Interaction considerations:

- Appropriate to use terms such as "walking" or "running"
- Ask if you can help; Accept a *"no thank you"* graciously
- Do not take the door out of a person's hand , they may be using it for balance

Speech Disabilities

- Vary in type and degree
- May include difficulty with:
  - Voice strength
  - Fluency
  - Aphasia which may alter the articulation of certain words
  - Voicelessness
- Occurrence may be congenital, or due to an injury or illness

Interaction considerations:

- Patience is the key
- Don't pretend you understand if you don't
- Encourage self-expression, but do not pressure a person to speak
- Allow the person to complete what they are saying
- Ask if writing may be easier
- Allow the use of assistive devices
- Anxiety can aggravate a speech disability
- Do not insist that they talk in a group discussion
- Allow one-on-one communication

- If you do not understand their speech, ask them to repeat
- Allow communication boards, symbols, & cards for commonly used words
- Consider exchange of non-essential job duties requiring speaking

About self-advocacy:

It is important that individuals with disabilities become *active* participants in planning their future careers. Self-advocates speak up and ask for what they want because no one else knows how they think and feel.

Self-advocacy does not mean to be adversarial, it means putting your self in charge. It is not up to someone else to change the situation. You make the difference.

Practicing self-advocacy helps you to move from being inactive to *being pro-active*!

Assistive Technology

Solutions for individuals with mobility related disabilities:

Ergonomic table and chair: This motorized table is height adjustable to accommodate individuals who use wheelchairs. It can, also be helpful for people who need to alternate between standing and sitting to accommodate a back injury or related disability. The table can be raised and lowered by pressing soft touch buttons. Electric motors perform the work of raising and lowering the table. Often, people who have the greatest need for adjusting table height, are unable to manually rotate a crank by hand to raise and lower a non-motorized table. Without the ability to independently change the height of the table, the person is often unable get their legs under the table to achieve a position which allows for typing, moving the mouse and viewing the monitor. The ergonomic chair accommodates individuals with physical disabilities that require specialized seat positioning and support.

Ergonomic wrist rest and mouse pad: This equipment can provide support for people with mobility impairments and repetitive motion injuries.

Speech recognition technology: This technology allows the person to control the computer using spoken commands, and to dictate documents by voice. This technology has proven to be one of the fastest means of entering data for many users who have difficulty in manipulating a standard keyboard and mouse. Speech dictation has also proven beneficial to users who have difficulty with spelling, and who easily lose their train of thought while typing individual letters. This technology can be combined with text to speech capability. This allows people with visual and learning disabilities to have the computer read back their words.

Solutions for individuals with visual disabilities:

Large computer monitors: Nineteen19-inch computer monitors provide larger images of text and graphics, without cropping and limiting the field of view of all objects on the screen. When used in conjunction with screen enlargement software, the increased surface area of a large monitor minimizes the amount of cropping of the user's field of view. Large monitors have benefited people with low vision and visual tracking/processing difficulties, a population that includes many students with learning disabilities. These individuals experience difficulty with reading text and discerning graphics, which are, displayed on standard computer monitors and within college textbooks. This poses a significant barrier to accessing information.

These people have greatly benefited from the use of large screen computer monitor and computer screen-enlargement software. The large computer monitor allows for increased size of images and text, without severely reducing the viewable area of a text document.

Anti-glare filter: This screen fits over the front of a computer monitor and reduces glare. It often prolongs the time people with visual disabilities and light sensitivity can work on the computer. It also makes it easier for individuals with visual tracking difficulties to follow lines of text. Some people with low vision, put their faces very close to the screen in order to read. The also filter reduces their exposure to electromagnetic energy.

Optical scanning and auditory read back technology: This technology enables the user to scan printed text based materials into a computer where the information is converted into a format which can be read aloud by the computer. The process of conversion is optical character recognition. This technology has proven to be the primary means of information access to academic text for students with visual and reading difficulties. Some programs the text and any accompanying pictures and graphics. The graphics provide additional information and can increase the level of comprehension of complex materials for individuals with learning disabilities.

Screen enlargement software: This technology increases the size of text and graphics viewed on a computer monitor. A large monitor by itself does not provide the level of magnification achievable through the use of screen enlargement software. This software allows for the enlargement of text and graphics up to 16 times standard size. The color of the text and background may be adjusted to optimally accommodate the visual needs of the user. The object size and color can be modified to accommodate for the needs of users with low vision, light sensitivity and color blindness. The color of the text and background can be altered in a screen enlarger to best suit the vision needs of the student. A scanner can be combined with screen enlargement software to allow the user to scan a document and view it as an enlarged image on the computer display.

Screen reading software: These software programs speak all text, menus and image descriptions, which appears on the computer screen for most computer applications. This technology is useful for users who do not see the computer screen, as well as users who learn most efficiently by hearing information. A software speech synthesizer provides the voice output. This software converts computer text into artificially generated human speech.

This software requires the computer to have a sound card or internal sound system.

Keyboard Labels: Large keyboard labels displaying white letters on black background help people with low vision. The high contrast color combination makes it easy to identify the letters and numbers.

Solutions for individuals with learning disabilities:

Talking word processor software: Programs that allow people to compose review and edit papers by having the text read aloud in a synthetic voice while each word is highlighted. Some of these programs have talking dictionary and thesaurus features, as well as talking spell checkers. These programs provide essential information to users who learn most efficiently by receiving information by seeing and hearing.

Word prediction and writing assistance software: Software that provides increased speed of data entry for individuals with mobility disabilities by enabling the student to compose phrases by typing a few keystrokes. Word prediction features are also helpful for students who have disabilities, which negatively impact spelling and writing, and may aid in the development of writing skills.

Outline and thought assistance software: This program helps students who have difficulty organizing their thoughts. A student can create a C~ graphical representation of their project ideas and draw lines between objects to indicate relationships. When the picture is complete, the program can convert the graphical representation into a traditional outline for a report.

Identifying Occupations

Now that you are better aware of yourself and your work related values, you can use the information to help you identify different occupational possibilities, research those areas, set goals, and develop an action plan to achieve your goals.

Career exploration involves three general steps:

1. Developing a list of possible occupations
2. Researching occupations
3. Goal setting and developing an action plan

1. Developing a list of occupations:

The Summary Worksheet indicates twenty-three career areas, also known as career clusters. These occupations, or career clusters, are then subdivided into job families.

For example, *'legal services'* is a career cluster. Types of legal services, such as criminal, corporate and real estate, are job families for legal services.

Each job family has entry-level, skilled, technical, paraprofessional and professional occupations in what is sometimes referred to as a "career ladder."

Note: Your first choice may not be the right choice. Giving up your first career choice is okay-generally the second or third choice often proves to be more gratifying.

Writing out your list:

On a separate sheet of paper, write down the career areas you identified on the *Summary Worksheet.* Eliminate any areas that you are not interested in exploring.

Using the general occupational information and other library resources on the *"Career Resource List" on page 90* and the *"Occupational Research Grid" on page 32*, find information for each career area that lists related job titles (job families).

For each career area, write down related jobs. Eliminate any jobs that you are sure you do not want to pursue. It is a good idea to write down the reasons why you do not want to explore that occupation.

Put check marks next to those occupations that seem the most interesting. For each one, write down reasons why the occupation seems interesting.

From this list, select two to five occupations to research that are interest you the most.

Example of using a job family to identify related careers:

Suppose your target career choice is to become a pilot and you have a several visual impairment. No matter how much you want to become a pilot, you will encounter significant obstacles in pursuing this career.

However, don't limit yourself. Write down a list of occupations in the aviation job family of the transportation career cluster, asking yourself if you are able to perform the job with or without reasonable accommodations.

Can I be a:

Pilot?	*Unlikely*
Air traffic controller?	*Unlikely*
Flight attendant?	*Maybe*
Airport ground equipment supervisor?	*Possibly*
Aircraft mechanic?	*Possibly*
Reservation agent?	*Yes*
Airport manager?	*Yes*
Aircraft company manager?	*Yes*
Aviation academy president?	*Yes*

Look over those occupations marked "yes". If you can find an occupational match in the group, you might still be able to pursue an alternate career in aviation.

Research occupations:

By now you have a list of several promising occupations. The next step is to do more in-depth research about these fields.

ABOUT THE JOB

Primary research methods:

- Library research
- Information interviews
- Job shadowing
- Volunteering
- Internships

Library research:

Career information and resources can be found in any college, university career center, or library.

What information should I gather?

To assist with your library research, copy the following list on a separate sheet of paper.

- Occupational title
- Source of information and publishing date
- Qualification requirements (degrees, licenses, physical requirements)
- Responsibilities and activities
- Work environment (type of industry, physical surroundings, and degree of privacy, stress factors.)
- Accessibility factors (typical locations, physical settings)
- Rewards and benefits (salary, perks, advancements)
- Employment outlook

Occupational Research Grid Career Area

	Career Fields:	Recreation	Social Service	Law Enforcement	Legal Services	Social Science	Education	Museum/Library Science	Physical Sciences	Life Sciences	Health Practitioners	Tech. Health Specialty	Engineering	Computer Science	Math	Finance	Human Resources	Sales/Marketing	P.R./Advertising	Writing	Language	Broadcasting/Production	Visual Arts/Design	Performing Arts
Occupational Outlook Handbook	Admin. & Mgmt.	●					●		●	●			●	●	●	●	●	●	●					
	Engineer, Architect												●										●	
	Computer /Math, Life Phys. Sciences								●	●				●	●	●								
	Lawyer, /Service	●	●			●																		
	Teachers, Counselor		●				●	●													●			
	Health Diag.										●	●												
	Communi cations																		●	●	●	●		
	Visual & Perf. Arts																					●	●	●
	Health Tech.								●															
	Other Tech.	●						●				●		●								●	●	
	Marketing & Sales															●		●						
	Admin. Support														●	●								
	Service			●							●	●												
Encyclopedia of Careers																								
	Industry Profile (Vol. 1)	●	●			●	●	●	●	●	●		●	●	●	●	●	●	●	●		●		●
	Profession al (Vol. 2)	●	●			●	●	●	●	●	●		●	●	●	●	●	●	●	●	●	●	●	●
	General & Special (Vol. 3)	●	●	●		●	●			●	●			●		●		●				●		●
	Technicia ns (Vol. 4)							●	●	●		●	●	●									●	

ABOUT THE JOB

	Art						●	●										●	●	●		●	●	

Business	•														•		•	•					
Communications/Journalism																	•	•	•		•	•	
Computer Sci.						•						•	•		•		•		•				
Economics					•	•								•	•		•						
English		•		•		•									•		•	•	•				
History		•		•	•	•													•		•		
Math													•	•	•		•						
Poli. Sci. & Gov.		•	•	•	•												•	•	•		•		
Psychology	•	•			•	•										•	•	•				•	

Information interviews:

These types of interviews give you the opportunity to meet with professionals in fields you find interesting. You can ask the questions and get the information you need to make sound career decisions, allowing you to:

- Learn about the advantages/disadvantages of the field
- Experience the work environment
- Ask relevant questions
- Obtain suggestions on getting that first career level job

A typical information interview will last approximately 30-40 minutes. This type of meeting is for information only, it is *not* to be used as an employment interview. However, in order for you to receive full benefit from your visit, you are urged to prepare for it as your would an interview:

- Review all available materials related to the field
- Prepare a list of relevant questions (See "Sample Questions for Information Interviews)
- Be prepared to discuss your interests and abilities as they relate to this field.
- Bring a resume
- The day before your interview confirm your appointment
- Arrive and leave on time
- Follow the visit with a brief Thank You note

Where to find information on who to contact for informational interviews:

Check with a counselor at your campus career center, a vocational rehabilitation counselor, or a career counselor. Ask your teachers, professors,

advisors, and classmates for referrals to the appropriate people. Talk to people in your own personal and professional network for referrals. Use business directories found in most libraries or the yellow pages to locate employers that interest you.

Sample questions for information interviews:

These are some of the questions to ask during an information:

Preparation:

- What educational background is the most appropriate?
- Is additional education (beyond a bachelor's degree and training or certification) necessary for advancement?
- Are special skills (i.e. computer programming, report writing, graphics), which would be necessary?
- Do you know of summer and part-time employment opportunities or internships in this field?

Job Description:

- How did you get involved in this field?
- What are your responsibilities on this job?
- What are your biggest challenges on the job?
- What do you most enjoy about your work?
- What do you least enjoy about your work?
- What is the current salary range in this profession?

Career Path:

- What are the usual entry-level positions in this field?
- Describe the typical career path for this profession
- Are there requirements for travel or relocation?
- What are the opportunities for advancement?
- Describe the training programs commonly used by employers?
- What opportunities are there for professional development
- What significant challenges does this profession face?
- What trends do you see taking place in this profession?

ABOUT THE JOB

Write down this information after the interview, while it is still fresh in your mind so you will be able to refer to it later.

- Date of interview
- Name of contact
- Contact's title
- Company Name
- Company address
- Phone number/fax number/email
- Name of secretary/assistant
- Topics discussed (especially occupational/job titles suggested)
- Unique information or insights
- Additional contact leads (name/title/company/phone number)
- Do you have permission to use these contacts' name when calling?
- Date thank-you note was sent
- Dates of follow-up contact
- Follow up every interview by writing a thank you note

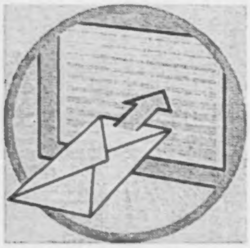
Keep an information interview record for each interview!

Sample Thank You Note

Your Name
Your address
Your telephone/TDD
Your e-mail address

Date

Name of Contact
Title
Name of Company
Address
City, State Zip Code



Dear Mr./Ms:

Thank you again for taking the time out of your busy schedule to talk to me about *Name of company* and the field of *Your field of work.* I found our time together to be most informative. Now more than ever, I am confident about my decision to work in this field.

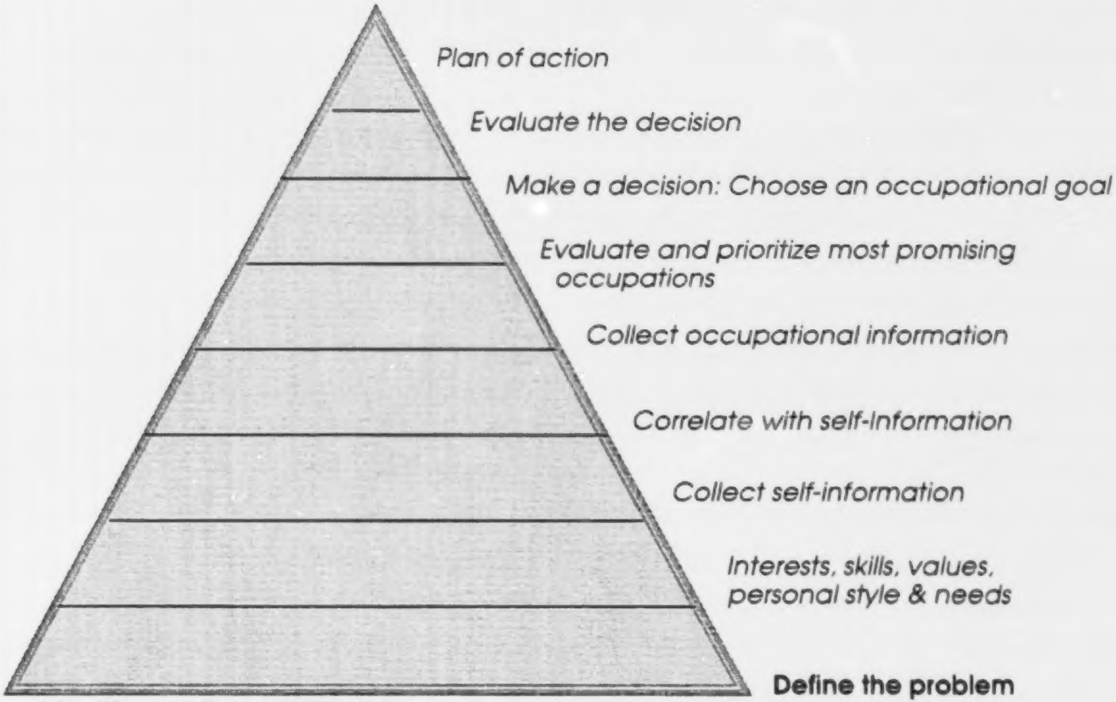
I will keep you informed of my progress and, as discussed, will contact you again closer to my graduation regarding potential job vacancies.

I truly appreciate your assistance.

Sincerely,

Your signature
Your name

Decision Pyramid


Plan of action
Evaluate the decision
Make a decision: Choose an occupational goal
Evaluate and prioritize most promising occupations
Collect occupational information
Correlate with self-information
Collect self-information
Interests, skills, values, personal style & needs
Define the problem

identify questions relating to:

1. Making Informed decisions
2. Choosing an occupation

Goal-setting:

Implementing a career decision involves both *short-term and long-term goals*. Short-term goals are goals for the near future, the steps to take to teach your long-term goal. Long-term goals include your occupational goal. These goals will have to be continually reevaluated and revised throughout your career; they will change as you change.

Studies have shown that writing down goals and plan of action increases the likelihood that the goals will be achieved. The following format can be used to both long-term and short-term goals.

Plan of Action Worksheet

Describe your *goal(s)* clearly:

Goal # 1: ________________

Goal # 2: ________________

Goal # 3: ________________

What are the requirements for reaching your goal (resources, skills, contacts, etc.)?

Requirements: ________________

Requirements: ________________

Requirements: ________________

Develop an action plan: This includes necessary steps and target deadlines (these steps may be the short-term goals needed to reach a long-term goal).

Action plan:

Anticipate obstacles and how to deal with them:

Obstacle # 1:

____

Obstacle # 2:

____

Obstacle #3:

____

Self Presentation

You now have goals in mind to pursue, short and long term goals.
The next step is to develop a presentation 'package' that will become your presentation tool.

Presenting yourself well to employers mean *at all times:*

- On paper through applications and resumes
- On the telephone prior to and during interviews
- By dressing appropriately

Learning to use these presentation tools by developing a marketing strategy will be discussed later in the *"Marketing Yourself"* section of this book. Right now we will focus on developing your self-presentation skills.

Completing job applications:

Employers use applications for finding additional information and for screening out applicants who do not demonstrate the qualification employers are looking for.

Often, your application is how employers form their fist impression of you. If you show employers that you have the skills and abilities they need, you will likely be invited in to discuss your qualifications in person.

Like always, *appearance counts.* Think of your application as an extension of yourself and an example of the kind of work you will do for the employer.

Your application should be:

- Neat
- Accurate
- Complete
- Submitted on time

Common information needed for applications:

- Social Security number
- Driver's License number
- Work experience history with dates and contact information
- School and training history

Filling out the application:

- Read over all questions first
- Follow directions carefully
- Answer all questions completely
- Leave no blank spaces
- Print N/A on questions that do not apply to you
- Print or type – use black ink and bring your own pen
- Write neatly and completely
- Use action verbs
- Check your spelling
- Carry a pen and ruler
- If filling it out at home, make additional copies for your records
- Check your appearance, even when you are just picking up the application
- Bring a professional copy of your resume

How to handle difficult questions:

Problem questions may be addressed by writing *"Can discuss at time of interview."*

Avoid writing "fired," write instead:

- "seasonal employment;"
- "moved;"
- "laid off;" or
- "can discuss at interview."

If you have too little experience:

- Use volunteer, hobbies, chores, and other life experiences
- Use classroom and other educational and training experiences

Explaining gaps in employment:

When completing a job application, is it important to account for the past *ten years* if possible. The following is a list that might give you ideas for discussing gaps in employment on an application, or in person during the interview.

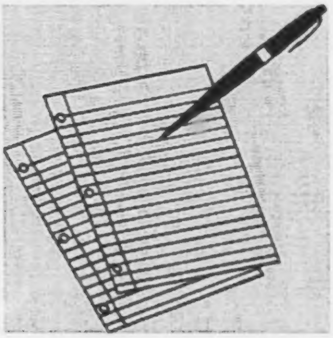
- Returned to or began school
- Worked part-time

48

_ Self-employed
_ Raised children
_ Traveled
_ Received career counseling
_ Use flexible dates such as 2000 to 2001

Common mistakes:

- Completing the application in pencil
- Not writing neatly
- Writing, "open" under position desired, or not being specific
- Listing an unrealistic amount under "salary desired" instead of "open" or "negotiable"
- Not enough information on the former employment section
- Failing to sign the application when completed
- Making errors or omissions, spelling mistakes, incomplete information
- Failing to relate skills to position desired



General Outline for Cover Letters

This is a generally accepted outline for a cover letter and not the only format for a cover letter.

Date

Name of Contact Person:
Title
Company Name
Street Address
City, State, Zip

Dear Mr./Ms. (Last Name):

Opening Paragraph: Name the job for which you are applying. Tell how you learned about it. Mention the name of the person (if any) who referred you to the organization and vacancy – preferably a colleague of the contact person.

Body Paragraph(s): Critical content section. Emphasize skills or abilities you have that relate to the job for which you are applying. If you have had relevant work experience or related education, be sure to point it out, but do not restate your entire resume. Explain why you are interested in working for this particular employer and specify your reasons for desiring this type of work. Be sure to communicate confidence. Remember that the reader will view your letter as an example of your writing skills.

Closing Paragraph: Push for an interview. You may refer the reader to your enclosed resume and whatever media you are using to illustrate your training, interests, and experience. Assert yourself by telling the contact person you will call him/her on a designated date, or within a specified time period, to set up an interview. Alternatively, state that you are available for a personal interview at his/her convenience.

Sincerely,

Your signature
Your name typed
Your address
Your phone number and email address

Enclosure(s)

Sample Cover Letter

Your name
12345 Highland St. #230
Northridge, CA 91326
(818) 366-6666

Date

Herbert Singer
Director
Greater Medical Group
11111 Septima Blvd.
Mission Hills, CA 93333

Dear Mr. Singer:

I am writing to apply for your Accounts Manager position currently advertised in The Career Center at California State University, Northridge (CSUN). Enclosed is my resume for your review. This is a position that would fit well with my education, interests, and experience.

Through my coursework as an Economics major at CSUN I have developed an understanding of statistical analysis, as well as excellent research and report writing skills. In addition, I am familiar with the use of most office equipment and office procedures. At home, I complete all class assignments on an IBM PC compatible with Windows, and can learn new programs quickly and efficiently. Both the United Artists Theatre and my personal computer afford me the opportunity to develop and maintain databases.

I am a highly motivated self-starter who works well with others. I would like to meet with you at your earliest convenience to discuss my qualifications in further detail, as well as the contributions I can make to Greater Medical Group.

Thank you for your consideration. I look forward to meeting with you soon.

Sincerely,

____
Annabelle Applicant
Address
Phone, Email address

Enclosure: Resume

Developing Resumes

A resume should be a one page concise piece of self-advertising focused on a specific position or job objective. Good resumes are well organized with a focused employment objective.

The resume is designed to give the employer enough information to convince them you have the basic qualifications for the position, so they will want to meet with you in a job interview.

Your resume should include:

Identifying data: Your name, address, phone number and e-mail address

Objective: A clear statement (usually 2 to 4 words) identifying the position you are seeking. Be specific. Mention the exact job title if possible.

Education: List your most current degree/credential first. Include the institution attended. You may list relevant courses.

Honors: Include GPA if 3.0 or higher, graduation with honors, awards, honor societies, dean's list and other achievements.

Experience: Include work-related activities. Describe not only job responsibilities, but also what you created, accomplished or achieved.

Professional Development: Include completed exams or special courses in your field or plans to take such courses, (i.e. CPA, civil engineering, computer training).

Special Skills: Include skills applicable to your career field, (i.e. computer language, fluency in foreign languages, public speaking, and performing arts).

Activities/Interests: Include activities that demonstrate leadership abilities or co-operation in working with others.

Disclosing a disability: In most situations, people should not disclose their disability in their resumes. Employer questions and concerns can be more effectively addressed during interviews.

ABOUT THE RESUME

Tips for effective resume writing:

- Limit resumes to *one* page
- Prepare a draft of your resume
- Prioritize your resume by listing information your reader will look for first
- Begin with your most qualifying experience: If work experience is limited, begin with educational experience
- Use action words to describe work duties
- Emphasize specific accomplishments over duties and responsibilities
- Use specific examples that can be measured. For example, "supervised eight employees" or "conducted workshops on …" instead of "has leadership abilities."
- Use the complete page, but keep space between sections consistent
- Use bullets, bold type, capital letters, and/or underlining in a consistent way
- Be consistent in capitalization and punctuation
- Design your resume to fit the position for which you are applying. One generic resume will not work for all job openings
- Print resume on white or neutral color preferable on 20 to 24 lb. bond 8 _" x 11"
- Send originals, not photocopies
- Do not include names of references
- Have others look at your resume to proofread and provide feedback
- Get your resume reproduced professionally (this can be done inexpensively at a copy shop)
- Send references either a copy of your resume , always make sure you get permission before you use someone as a reference

Do you use a TDD (Text Telephone)?

For job seekers who use a *TDD* or *TTY (Text Telephone)*, it is a personal decision whether or not to put your TDD phone number on your resume.

"Why is the TDD number an issue?"

If you use your TDD phone number on your resume, you should also include the number for the relay service in your state. This will help hearing employers to contact you. Consider including a number for voice messages.

When you list activities or terms on your resume such as attendance at a school for the deaf or involvement with clubs and/or organizations you maybe unintentionally disclosing your speech disability or deafness.

ABOUT THE RESUME

Some employers may not know how to use the relay service, or what it means. Even if they do, they may allow their fears or stereotypes to interfere and not make the effort to call a TDD number, using the relay.

So what can you do?

- Use the voice phone number of a friend or family member for messages (always get permission before using someone's number).
- Some state employment offices *Employment Development Department* in California (EDD) offer free message services for TDD users.
- Give your TDD number and the State Relay Service Voice number

Tips for people with little or no work experience:

Use other experiences from school or the community:

- Working on the school paper or yearbook
- Volunteer
- Serving on student academic, church, club, or other committees
- Coaching sports or tutoring academics
- Achieving recognition for an essay or project
- Teacher's assistant
- Babysitting

Think about the tasks listed above and how you might be able to apply skills on a job you have used in a specific task such as working on the school paper, which requires researching, editing, writing, and possibly selling ads and using computers, or babysitting which requires skill in supervision, planning activities, and conflict resolution.

Developing a rough draft:

The first step to writing an effective resume is to develop a rough draft. Using the *Resume Worksheet,* write in the information requested. While working, keep the following points in mind:

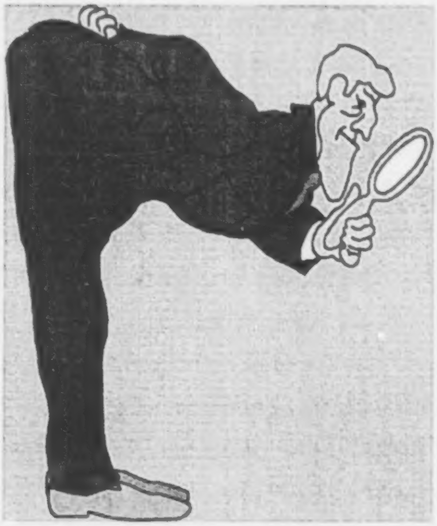
- Choose a format that presents you to the employer in the best possible way. There are several different types of resumes to choose from. A discussion of each is included on the next pages.

ABOUT THE RESUME

- Select information you want to include. Remember to prioritize categories by placing the most important items toward the top of your resume.
- Write, rewrite and edit your final copy. Remember to show qualifications for the position through your experiences, skills, and capabilities.
- List your experiences on the job, then translate them into brief action oriented sentences. Use the *List of Actions Verbs on page 13* to help you.

For example:

- Filed documents
- Maintained office records
- Used a cash register
- Supervised project staff



Resume Worksheet

Name (Bold)

____

Address:

____

Phone Number or TDD

____

E-mail/Fax

____

Objective: ______________________________

Education:

- ______________________________
- ______________________________
- ______________________________

Employment:

- ______________________________
- ______________________________
- ______________________________

Professional Development:

- ______________________________
- ______________________________
- ______________________________

Special Skills:

- ______________________________
- ______________________________
- ______________________________

Activities/Interests:

- ______________________________
- ______________________________
- ______________________________

Honors:

- ______________________________

Action Verbs

Management Skills

administered
analyzed
assigned
attained
chaired
consolidated
contracted
coordinated
delegated
developed
directed
established
evaluated
executed
facilitated
founded
improved
increased
initiated
organized
oversaw
planned
prioritized
produced
recommended
reviewed
scheduled
strengthened
supervised

Communication Skills

addressed
arbitrated
arranged
authored
collaborated
convinced
corresponded
developed
directed drafted
edited
enlisted
formulated
influenced
interpreted
lectured
mediated
moderated
negotiated
persuaded
promoted
publicized
reconciled
recruited
spoke
translated

Research Skills

clarified
collected
critiqued
diagnosed
evaluated
examined
extracted
identified
inspected
interpreted
interviewed
investigated
organized
reviewed
summarized
surveyed
systematized

Business Skills

built
calculated
computed
designed
devised
engineered
fabricated
maintained
operated
overhauled
programmed
remodeled
repaired
solved
upgraded

Teaching Skills

adapted
advised
clarified
coached
communicated
coordinated
demystified
developed
enabled
encouraged
evaluated
explained
facilitated
guided
informed
instructed
persuaded
set goals
stimulated
trained

Financial Skills

administered
allocated
analyzed
appraised
audited
balanced
budgeted
calculated
computed
developed
directed
established
fashioned
founded
illustrated
initiated
instituted
integrated
introduced
invented
originated
performed
planned
revitalized
shaped

Helping Skills

assessed
assisted
clarified
coached
counseled
demonstrated
diagnosed
educated
expedited
facilitated
familiarized
guided
motivated
referred
rehabilitated
represented

Clerical Skills

approved
arranged
catalogued
classified
collected
compiled
dispatched
executed
generated
implemented
inspected
monitored
operated
organized
prepared
processed
purchased
recorded
retrieved
screened
specified
systematized
tabulated
validated

Types of Resumes

1- Chronological:

Employment is listed starting from the current job and ending with the earliest. Highlights the name of employer, job title, dates of employment and a brief description of accomplishments and duties.

Advantages:

- Most widely used
- The format that most interviewers are familiar with
- Easiest to prepare because format is structured
- Can highlight a steady employment history

Disadvantages:

- Reveals employment gaps
- Can place emphasis on unrelated or undesirable jobs in applicant's past experience
- Unless carefully constructed, could bury important information
- Does not highlight areas of skills and accomplishments

2- Functional:

Used by those who have acquired a variety of skills and achievements in different positions. Allows the applicant to highlight selected skills. The information is listed from the most important to least important.

Advantages:

- Highlights selected areas which relate most to the job
- Can de-emphasize certain areas on a spotty employment record
- Is organized and concise

Disadvantages:

- Can be difficult to write, requires extensive background work and knowledge of employer's needs
- Need work experience and/or skills that relate to the job
- Format does not connect skills/achievements to specific work situations in the case of multiple positions

3- Combination:

Combines the functional and chronological formats. This format allows you to highlight major skills. Displays a continuous record of related work experience.

This style usually lists functional/skills followed by a listing of employers and dates of employment.

Advantages:

- Can be individualized
- Spotlights specific experience, achievements/skills
- Is clear, concise, and organized

Disadvantages:

- No standard format
- Need strong related work experience and/or skills
- Some interviewers are not familiar with this format

4- Accounting:

For those seeking a position as an accountant. Usually follows the chronological format. The following data is of particular importance:

1. Overall grade point average and GPA in major if 3.0 or above
2. List of specific accounting courses completed with the grades earned plus courses in progress
3. "Professional development" should always list any CPA review courses, plans to take the examination and any other special training in accounting and/or computers

5- Education:

For applicants seeking a position in education (teachers, administrators, support services, such as counselors, nurses, and librarians). Includes specific information such as:

1. **Education and Credentials:** Credential(s) listed with the most recent first, when and where received, followed by previous credentials attained.

Degree(s) listed with the most recent first, when and where received, and your major, Honors are optional.

2. **Professional file:** Include where the file is located and how it may be obtained.
3. **Related Experiences:** May include fieldwork, internships, and student teaching assignments. It should relate to the desired position. List most recent experiences first, beginning with student teaching if no previous teaching experiences. Include your title, where and when employed.

Use action verbs when describing responsibilities. Include grade levels, subjects, and other pertinent information such as call ethnicity.

6- Technical:

Emphasis on positions related to engineering, computer science, math and physics. The following information is sought:

- Career objective or field of interest should represent your current employment objective. Be as specific as you can.
- Graduation date or anticipated graduation time
- Grade Point Average – *if 3.0 or higher* – in field or overall coursework
- Major courses and/or special projects
- Applicable work experience
- Type of work desired: full-time, part-time, summer
- Date available to start work
- Citizenship or visa status is optional

Some of the above information can be listed in a cover letter instead of on your resume

7- Creative:

Used by those seeking positions in artistic/entertainment fields. Emphasis on effective use of visual images and color.

Experience is usually described using nouns, i.e. design, layout, or production.

Portfolio and references should be prepared and available on request.

60

ABOUT THE RESUME

Never let devices/images become so large or powerful that they detract from your professional qualifications. Don't make your resume 'cute,' you want the company to take you seriously.

Electronic Resumes

When submitting your resume for employment, whether with a big corporation or a personnel search firm, the chances are growing that scanning technology will be used to read it. The technology responsible for computer readable resumes operates on the principal of labeling. At the center of the technology are key words. Call them buzzwords. Call them descriptors. Call them skill words, or job words.

A sample job order may require:

- Five years' experience as a salesperson
- College graduate
- A direct marketer to ethnic communities
- Heavy travel
- Self-starter
- Team leader

Supplied with these specifications, a computer checks the database for resumes that include these words. The secret is to fill your resume with as many labels as possible. The ultimate key words come from each employer for each position. You can only make reasonable assumptions about what a specific employer will ask for. You will need to maintain a log of key words that apply to your occupation and industry. Jot down the words as you come across them in trade magazines, class notes, newspaper ads, etc.

Sampling of key words:

Advertising / communications

Booth development
Sales promotion
Image campaign
Cable television
Promotional materials

Civil Engineer

ASCE
Hydrology Trans Analysis
Concrete design
Preliminary stress analysis

Computer Specialist

Analogue computer
Compaq
Mainframes
Unix

Banker

RTC
ATM
Bank Reconciliation
Commercial Loan Operations
Customer Conversion

Compensation Specialist

Equity Review
Incentive Plan
Job Classification
Salary Structure

Economist

Economic Forecast
Industrial Policy
Minority Economic Impact

Real Estate Agent

Asset Management
Commercial Leasing
Real Estate Appraisal
Statistician
Biostatistics
Standard Deviation
Stat Regression

Polishing your keyword skills:

Looking up information in the *Yellow Pages* or a library file uses the same skill to necessary to write good keywords. Choose nouns that indicate your accomplishments rather than verbs that focus on duties. Even a resume with very strong content, one, which includes all the keywords that describe your occupational credentials, can be overlooked. Consequently, the key words in an electronic resume should be organized into two sections.

ABOUT THE RESUME

The first section is a keyword preface; the second is *the main body* of the resume. The key word preface or summary appears directly beneath your name and contact information at the top of your resume. It is an inventory of your most important assets. It runs about *20 to 30 items* and each item is capitalized and ends with a period. Cover three points in selecting your items:

- Your skills, abilities and competencies
- Your experience using those skills, abilities and competencies; and
- Your accomplishments in using those skills, abilities and competencies on the job

A keyword summary for a programmer/analyst might include the following: Oracle, Visual Basic, C++.

Marilyn Moats Kennedy, an author of career planning books and managing partner at Career Strategies, says: " it is important to alter your resume to fit a particular job. One of the biggest mistakes people make is that they do not pick up on the keywords in job postings and advertisements and include them in their resumes." Also, electronically transmitted cover letters should include keywords.

Written by Roseanne Lidle Bensley, Placement and Career Services, New Mexico State University. Portions of this article are adapted from The Electronic Resume by Joyce Lain Kennedy and Thomas J. Morrow, © 1994, John Wiley & Sons, Inc Publishers.

Who should be my references?

Using the list below, try to think of at least three people who would be good references for you. Start by choosing people from category #1 if possible , then move to category #2, and so on until you have three names.

Write their names on paper and fill in the following information:

- Full Name
- Title
- Phone Number (Fax Number or Email Address)
- Company
- Address/City/State/Zip

Provide them with a courtesy copy of your resume.

NEVER USE A REFERENCE WITHOUT GETTING PRIOR PERMISSION!

Be sure to tell them what kind(s) of position(s) you are applying for, and how your relationship with them can assist you in getting the position. For example: "This job requires budget management, so could you please talk to them about when I did your bookkeeping?"

- Past employers, supervisors and/or colleagues from work.
- Colleagues and/or associates from professional associations.
- Teachers, preferably from your major or field.
- Friends from the community (i.e. from clubs, hobbies, church, etc.) Try to choose people in prominent positions. For example, your pastor/priest, someone in your club who is an executive.
- Family

Common errors:

- Overstating one's qualifications
- Using the word "Resume" in heading
- Listing references on the resume (wait for employer to request them)
- Making handwritten corrections
- Putting a date on the resume
- Using a nickname or initials
- Using abbreviations or acronyms (spell words out)
- Using "I" instead of action verbs
- Using the category of "work experience." If you don't have a long job history, this can work against you if you have done mostly volunteer work. Use "Professional Experience" or "Related Employment Experience".

Letters of Recommendation

Letters of recommendation, also known as letters of reference, are letters written by your references to an employer about you and your skills. These letters are sometimes required when submitting resumes or applications for specific positions.

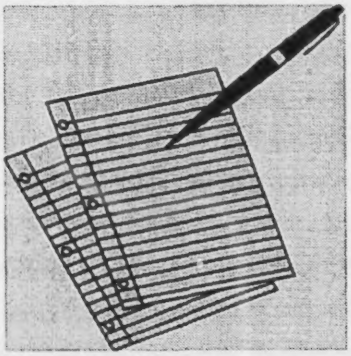
Often, references will ask that you write a draft of the letter and give it to them to be typed onto their letterhead paper. While this is sometimes a difficult task, it gives you some control to ensure that your references discuss the points you want them to make. For example, if you are applying for a job that requires use of a specific computer program, you can be sure to mention the use of that program in the letter you write.

ABOUT THE RESUME

While there is no set format for a letter of recommendation, the following outline may be useful if you need to develop one for yourself. Remember to use strong action orientated words to describe yourself. Use the list of *Action Verbs.*

Paragraph one:	Writing as if you are your reference, state your first and last name, how you two are acquainted, and for how long.
Paragraph two:	Discuss activities that demonstrate skills and abilities related to the job or career fields you are interested in pursuing. Mention specific activities whenever possible.
Paragraph three:	Discuss your personal qualities, such as 'diligent,' 'hard worker,' or 'quick learner.' This is also where you state that you would be a valuable asset to any company.

*****You should get a letter of recommendation from each internship or job that you leave under good circumstances before you leave the job.***



ABOUT THE RESUME

Ways to format your contact information:

The following are some ways to format your contact information. People in creative fields have more room to use creativity in formatting.

Name
Address
City, State, Zip Code
(Area Code) Phone/Fax/Email

Name

Address City State, Zip Code
(Area Code) Phone/Fax/Email

Name

Address City State, Zip Code
(Area Code) Phone/Fax/Email

Name
Address
City, State, Zip Code
(Area Code) Phone

Name Address _ City _ State _ Zip Code _ (Area Code) Phone

Name

- Address City State Zip Code (Area Code)Phone

Note: For other ideas see *Sample Resumes from page59 to page*

ABOUT THE RESUME

1- Chronological (Sample 1)

ROBIN A. JOBSEEKER

18013 Future Drive
Northridge, CA 91330

818-555-2738
Willing to Travel/Relocate

EDUCATION: **B.A. Degree – Biology, January 20xx**
California State University, Northridge

Science Courses with Laboratories:
- Medical Microbiology
- Medical Mycology
- Cellular Physiology
- Genetics
- Human Physiology
- Chemistry
- Human Anatomy
- Cell Biology

Business Courses
- Marketing
- Business Law

HONORS: GPA: 3.2 Dean's List: 2 semesters

ACTIVITIES: Vice President, CSUN Biology Club
Sigma Alpha Epsilon Fraternity

REVELANT EXPERIENCE:

Customer Service Representative
Bel Air Surgical Supply, Van Nuys, California
3/xx to present
- Provide customers and 30+ outside sales personnel with product/service information
- Open new accounts and coordinate customer relations
- Prepare sales statistics and graphs

Sales Associate
Sears, Roebuck and Company, Northridge, California
11/xx to 2/xx
- Demonstrated and sold a variety of floor merchandise
- Provided customer service in high volume catalog sales department
- Supervised and trained two employees
- Opened new accounts and conducted credit checks
- Received "Employee of the Month" award

Manager/Trainer
5/xx to9/xx
- Six Flags Magic Mountain, Valencia, California
- Managed three general merchandise stores
- Supervised and scheduled 40+ employees
- Trained employees to work in games and retail areas

ABOUT THE RESUME

1- Chronological (Sample 2)

TODD LURR
456 Pleasant St.
Northridge, CA 91330
213-885-2381 ● Fax 818-123-4567

OBJECTIVE
School-Age Program Director

EDUCATION
B.A. Degree – Child Development, May 20xx
California State University, Northridge
Major Grade Point Average – 3.7

PROFESSIONAL EXPERIENCE
PROGRAM SPECIALIST, LATCHKEY DIVISION 5/xx to Present
Los Angeles Unified School District, CA

- Supervise 16 site directors and their assistants
- Train all employees and provide in-service workshops
- Interview and hire prospective employees
- Responsible for monthly state reimbursement
- Supervise student matriculation

TEACHER ASSISTANT 1/xx to 5/xx
CSUN Preschool Laboratory, Northridge, CA

- Planned and supervised a variety of developmentally appropriate activities for 24 preschool children
- Participated in weekly staff meetings
- Completed child assessments

AFTER-SCHOOL COUNSELOR/COORDINATOR 3/xx to 12/xx
Canyon Kids School and Camp, Woodland Hills, CA

- Developed and conducted a new after-school program, which increased enrollment from 15 to 32, plus a waiting list'
- Planned and coordinated extracurricular activities for 40 5-to twelve-year-olds
- Created and implemented a full-time summer camp program
- Organized fundraisers, field trips and guest speakers
- Administrative duties included account billing, collection of accounts, preparing accounts receivable journals, deposits, payroll and payroll taxes

PUBLICATIONS

Curriculum Guide for Teachers of School-Age Children
Parents Handbook

PROFESSIONAL DEVELOPMENT

National Association for Education of Young Children
Attended professional workshops and conferences: *Staff Development, Child Abuse Prevention, and Activities for School-Age Children*

ABOUT THE RESUME

2- Functional

IDEAL CANDIDATE

18111 Nordhoff St.
Northridge, CA 91325

Message: 818-677-2878

EMPLOYMENT OBJECTIVE Junior Administrative Assistant – City of Los Angeles

QUALIFICATIONS AND SKILLS

COMMUNITY / ECONOMIC DEVELOPMENT

- Assisted Community Development Director in grant activities toward commercial and industrial growth
- Developed direct mail and print media marketing packages for Community Development Agency
- Expedited permit approvals for commercial and industrial applicants
- Represented Chamber of Commerce and Community Development Agency at economic development workshops
- Assisted in facilitating workshop on mortgage revenue bonds

COMMUNICATION

- Researched and wrote reports for Director of Community Development
- Developed and implemented survey of over 30 cities for Joint Senate/Assembly Hearings and Local long-term Financing
- Edited staff reports and government contracts
- Wrote extensive correspondence for public agencies and business

BUSINESS AND FINANCE

- Provided staff assistance to City Budget and Finance Director
- Served on select committee responsible for development of $900,000 budget – University Associated Students
- Researched funding sources for services provided by 31 cities in California with "no property tax"

WORK HISTORY

- Administrative Assistant – City Manager's Office: Community Development, Budget and Finance, Government Affairs, City of Valley Vista 10/xx to Present
- Director of Community Service – Associated Students, California State University, Northridge 9/xx to 9/xx

EDUCATION

B.A. Degree, Urban Studies Public Administration May 20xx
California State University, Northridge Major GPA 3.9

AFFILIATIONS

- Urban Studies Association – President and Program Coordinator
- Municipal Management Assistants of Southern California

ABOUT THE RESUME

3- Combination

STELLA STARR
1234 Hollywood Way
Burbank, CA 90028
818-123-4567

OBJECTIVE

Entry-level position with film/video production company

HIGHLIGHTS OF QUALIFICATIONS

Production Assistant to Associate Producer, Valley Film Festival
Experience in interviewing, taping, reporting, and anchoring
Special skills in language, creative & journalistic writing and photography
Degree in Radio-TV-Film with emphasis in production
Team player, flexible, able to meet deadlines

EDUCATION

Bachelor of Arts Degree, RTVF, May 20xx
California State University, Northridge

RELATED EXPERIENCE

FILM

Production Assistant, Valley Film Festival

- Developed and coordinated special children's film series
- Organized & assisted with operational tasks of film institute office: answered phones for staff of 15

COMMUNICATION/MEDIA

Newswriter, Anchor, Reporter, KCSN Radio

- Engineered and anchored weekly newscast:

--- wrote news stories --- interviewed city officials, students & faculty
--- taped finished stories --- investigated & reported on campus activities

PROMOTION/FUNDRAISING/PUBLIC RELATIONS

- Obtained donation of office equipment for news department
- Planned, organized and promoted all-day music seminar for KCSN; contacted musicians, agents, managers and lawyers; project grossed over $28,000

WORK HISTORY

Production Assistant	Valley Film Festival, Burbank, CA	Fall 19xx
Producer	KCSN Radio, CSUN	19xx – present
Assistant Manager	Pappa Gallo Shoes, Brentwood, CA	May 19xx – September 19xx

ABOUT THE RESUME

4– Accounting

LESLIE G. JOBSEEKER

1234 W. Sixth Street 818-555-1212
San Marino, CA 92345
Fluent in Spanish

OBJECTIVE

Entry-Level Staff Accountant

EDUCATION

Bachelor of Science in Accountancy, expected May, 20xx
CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
Overall GPA: 3.2/4.0 Accounting GPA: 3.3/4.0

COMPUTER SKILLS

Windows Word WordPerfect Excel Access Lotus Oracle

EXPERIENCE

Consistently employed 20-40 hours per week while attending college

6/99-Pres. **Accounting Intern**, JOHN JONES, CPA, Los Angeles, CA
- Work on audits with staff
- Prepare state and federal tax returns
- Review and adjust clients' general ledgers
- Prepare sales and quarterly payroll tax reports

9/97-5/99 **Bookkeeper**, WATKINS HEATING COMPANY, Canoga Park, CA
- Promoted to Head Bookkeeper after six months
- Prepared accounts payable, receivable and payroll
- Trained and supervised assistant bookkeeper

6/97-9/97 **Sales Associate**, MAY COMPANY, Canoga Park, CA
- Operated cash register and balanced daily receipts
- Priced, stocked and displayed merchandise
- Provided customer service

PROFESSIONAL DEVELOPMENT

Accounting Association Member
CPA Review Course for May 20xx Exam

HONORS & ACTIVITIES

Dean's List, three semesters
Supervisor/Preparer: Voluntary Income Tax Assistance Program
V.P. Membership Director of Tours: Accounting Association

ABOUT THE RESUME

5– Education

JILL APPLICANT
987 Oak Avenue
Northridge, CA 91325

Bilingual: Spanish
818-555-1234 (home)
818-555-5678 (work)

EDUCATION/CREDENTIALS

Special Education Specialist Credential, Learning Handicapped, June 20xx
California Multiple Subject Teaching Credential, Clear
Bilingual Cross-Cultural Language and Academic Development (BCLAD)
B.A. Liberal Studies, January 20xx - California State University, Northridge

RELATED EXPERIENCE

Spring 20XX	STUDENT TEACHER - Los Angeles Unified School District Instructed 7th-9th grade Learning Handicapped students in a special day class program. Developed class schedule and lesson plans, which used a variety of assessment strategies. Worked closely with parents and implemented a behavioral reinforcement system for each student. Introduced a special unit on survival skills.
Spring 20xx to 8/XX	STUDENT TEACHER - Los Angeles Unified School District Instructed 5th grade students in a team teaching situation which included bilingual and gifted students. Developed a highly motivational reading center. Introduced Gold Rush social studies unit, math games, and a multicultural and self-awareness unit. Directed students in a Spanish dance presentation and sign language performance for the student body.
20xx to XX	TEACHER AIDE AND SPECIAL EDUCATION - Los Angeles Unified School Assisted the teacher and supervised students with various disabilities on the playground and in the classroom. Completed 565 substitute hours in EH.
9/XX to 5/XX	TUTOR/RECREATION LEADER - Sheraton Convalescent Home, Brentwood, CA Supervised recreational activities and Bible study for disabled youth and elderly patients. Assisted stroke patients weekly with speech exercises and writing skills.
9/XX to 5/XX	RECREATION LEADER/COUNSELOR -Grove Orphanage, Reseda, CA Worked with educationally disabled, emotionally disturbed and battered and abused children. Performed the duties of a house parent, tutored one-on-one and organized recreational activities for summer.

ABOUT THE RESUME

6– Technical

ANA JOBSEEKER

20224 Opportunity Avenue, Apt. #7
Northridge, CA 93125

818-887-xxxx

Objective **An Entry-Level Computer Science Position**

Languages C/C++ Java Tcl/Tk Pascal Fortran HTML

Systems UNIX Windows 98 IRIX

Software Adobe Photoshop Quark Xpress Excel
Microsoft Word
Adobe Illustrator 3D Studio Max PageMaker PowerPoint

Hardware HP Sun IBM SGI Macintosh

Education **BS Degree Candidate: Computer Science**, Dec. 200x **Major GPA: 3.8**
California State University, Northridge **Overall GPA: 3.6**

Honors Dean's List: 8 semesters
Lawrence Flaws Memorial Scholarship
Xircom Inc. Annual Scholarship

Major Human-Computer Interaction Computer Graphic Systems

Courses Graphical User Interfaces 3D Graphics and VR
Data Structures and Program Design Operating Systems

Computer Experience **Software Engineer** – Boeing Defense & Space Group
Boeing Inc., Rocketdyne Division, Canoga Park, CA
June 200x-present

- Develop and implement a GUI for Rule-Based Assisted Flow
- Implement a Web-based Internet pager using a database
- Create Web pages for Systems Engineering Department

ABOUT THE RESUME

Technical Continues

Programming Researcher – National Science Foundation Fellowship
Northeast Parallel Architecture Center (NPAC), Syracuse, NY
Summer 199x

- Designed and implemented an interface for the Java version of NeatTools software
- Created 3-D graphics for Web pages using Infini-D
- Created Web pages and Web graphics using HTML, Java and Adobe Photoshop
- Delivered presentations at the Siggraph conference in New Orleans, LA

Desktop Publisher/Graphic Designer/Image Analyzer
Sepulveda VA Hospital, Northridge, CA Oct. 199x-May 199x

- Analyzed images in Optimas, scanned photographs, refined images in
- Installed, updated, maintained, and troubleshot IBM and Macintosh software

Computer Science Lab Assistant/Math Tutor
Computer Access Center, Santa Monica College Sept. 199x-Dec. 199x

7– Creative

SHARON OH

14 SAINT PLACE
PASADENA, CA 91222-9178
818-204-6000

EDUCATION
California State University, Northridge
Bachelor of Arts, Graphic Design
May 20xx

MAJOR COURSES
Graphic Design (I,II, III & Reprographics)
Desktop Publishing (Macintosh & IBM)
Advertising Photography

DESIGN EXPERIENCE
RB & Associates, Inc., Los Angeles, CA
Graphic Designer
July 19xx – December 19xx
Design, Layout & Production
(Including: Stats, Camera-Ready Art,
Chromatechs, Stripping, Typesetting)

AREAS OF EXPERTISE
Conceptualization, Corporate Identity, Logo Design

HONORS & EXTRACURRICULAR ACTIVITIES
Dean's List
Vice President – Student Graphics Association

PORTFOLIO & REFERENCES AVAILABLE UPON REQUEST

ABOUT THE RESUME

8- Liberal Arts

KATHERINE JACOB

12345 Cuerbo Drive
Valencia, CA 91345
805-254-3117

OBJECTIVE Corporate Management Trainee

EDUCATION B.A. Degree – Liberal Studies, May 20xx
California State University, Northridge

Paralegal Certificate – May 19xx
William S. Hart High School

REVELANT EXPERIENCE
10/xx to present

Master Teacher
La Petite Academy, Valencia, CA

- Plan and supervise learning experiences that promote positive social interaction skills, emotionally healthy attitudes, language development, physical well-being and creative self-expression
- Confer with parents and other staff members
- Assess and evaluate developmental needs and stages
- Build levels of performance and cooperation
- Analyze day-to-day problems
- Decide courses of action regarding discipline issues
- Make time and budget estimates when building summer programs
- Determine allocation of resources and review cost-effectiveness
- Devise and introduce new methods, procedures and equipment
- Develop long-range plans for the school year
- Make recommendations to the Director

12/xx to 8/xx

Assistant Manager
Fayva Shoe Store, Valencia, CA

- Hired, trained and supervised employees
- Maintained inventory control levels
- Prepared financial reports
- Maintained property and equipment
- Facilitated customer relations and monitored courtesy

2/xx to 8/xx

Sales Associate
Miller's Outpost, Valencia, CA

- Maintained high level of customer service
- Determined inventory and buying needs

References Furnished Upon Request

ABOUT THE RESUME

9– Journalism

ACE REPORTER

8267 Eagle Street
Los Angeles, CA 90028

818-123-4567
ace@csun.edu

Experience:

Sept. 19xx to present	**Long Beach Press-Telegram** Long Beach, CA *Intern* Cover general assignment stories and breaking news
Aug. 19xx to present	**Daily Sundial** Northridge, CA *Staff Writer* Cover entertainment, parking administration and ethnic issues. Also contribute to coverage of national and state politics.
June 19xx to present	**La Opinion** **Los Angeles, CA** *Editorial Assistant* Monitor wire services, edit copy, and compile music charts for entertainment section. Work as an assistant to the display advertising directory and secretary to the associate publisher.
Sept. 19xx to June 19xx	**KCSN-FM Radio** Northridge, CA *Assistant* Assisted with fund-raising activities.
Sept. 19xx to May 19xx	**Americas 2001** Los Angeles, CA *Reporter* Reported on community events and edited copy for bilingual publication.
Education: Spring 20xx	California State University, Northridge Northridge, CA B.A., Journalism Sept. 19xx – May 19xx – Exchange Student, University of London Feb. 19xx – Seminar Scholar, University of Leningrad Sept. 19xx – May 19xx – President, Journalism Students Association
Honors:	19xx – TELACU Scholarship Fund Recipient 19xx – Los Angeles Times Fund Scholarship
Skills:	• Fluent Spanish • Knowledge of Microsoft Word, Excel, QuarkXPress; Internet, online services such as CompuServe and America Online

ABOUT THE INTERVIEW

Preparing for the Interview

The interview is considered the most important step in the employment selection process.

During an interview, you usually have between *45-60 minutes* to convince the interviewer that you are not only qualified for the position, but you are the *BEST* person for the job.

Research the company:

- Use resources available in career libraries such as the Standard and Poor's Register of Corporations, or Reference Book of Corporate Management.
- Ask for information about the organization and for a job description when the interview is set up, or go to the company and pick up the information.
- Do a little general research on the industry (i.e., latest trends) as well as what products or services the company offers.
- Understand your abilities and accommodations you may need for to perform the essential functions of the job.
- Know the position; be prepared to explain why you are seeking this position.
- Review the vacancy announcement, your resume, application, and cover letter. Make notes of your skills that match the job requirements.
- Rehearse your interview by role-playing with a friend or practice alone in front of a mirror.
- Dress for success. If you use any type of assistive technology, make sure it is clean and in good condition. For wheelchair users, remove your push gloves prior to shaking hands.
- Know where the interview is and allow plenty time to get there. If you are unfamiliar with the area, go to the location the day before so you will not get lost the day of your interview and arrive late. Check to see if any special accommodations or assistance will be needed.

ABOUT THE INTERVIEW

Know the three primary types of interviews:

1. **Patterned interviews:** A structured format in which certain predetermined areas are explored using the questions written in advance.

2. **Non-directive interview:** A flexible format, which is more conversational and does not rely on questions in advance.

3. **Group interview:** Panel format in which several of the company's staff members alternately ask questions.

Tips to remember before, during and after the interview:

- Arrive on time (preferably 15 minutes early). Punctuality is critical; it demonstrates reliability
- Arrive alone; Leave family and friends at home or outside (service dogs are appropriate)
- Be polite and enthusiastic
- Give a firm handshake if possible and smile when the interviewer approaches
- Smile, nods, or give nonverbal feedback to the interviewer and maintain eye contact. Positive eye contact demonstrates interest, confidence and honesty.
- Organize your thoughts so you don't ramble
- Try not to speak in monotone (or boring) voice
- Be aware of your body language and posture. Fidgeting with your hands, clothes, hair, or cane indicates nervousness and a lack of confidence
- Bring an extra copy of the original resume you sent to the prospective employer
- Do not monopolize the conversation or you will appear self-centered
- Thank the interviewer
- Write a *thank-you letter* to everyone involved in the interview

Questions commonly asked by employers during interviews:

- Tell me about yourself
- What are your long-term and short-term career objectives?
- Why are you interested in this particular position?
- What do you consider to be your greatest strengths and weaknesses?
- How has your college experience prepared you for a career?
- Why should I hire you?

- What qualifications do you have that make you think you will be successful?
- In what ways do you think you can make contributions to our company?
- What accomplishment has given you the most satisfaction? Why?
- How did you choose your major?
- What college subjects did you like best? Why? Least?
- Did your grades adequately reflect your capability?
- Describe your involvement in extracurricular activities.
- Describe your work experience and relate it to this position.
- What do you know about our company?
- What things are most important to you in your job?
- What major problem have you encountered and how did you deal with it?
- Why are you interested in joining our company?
- What would you do if ____________ happened?
- What are your salary expectations?

Common mistakes made during interviews:

- Poor personal appearance
- Overaggressive behaviors
- Inability to express information clearly
- Lack of interest and enthusiasm employer in the eye
- Lack of planning for career; no purpose or goal
- Nervous, lacks of confidence and poise
- Overemphasizing money
- Unwilling to start at the bottom
- Making excuses
- Lack of tact and courtesy
- Lack of maturity
- No genuine interest in company or job
- Fails to look
- Sloppy paperwork or forms
- Little sense of humor
- Fails to express appreciation for employer's time
- Arrives late to interview
- Fails to ask questions about the position
- Vague responses to questions

Sample questions to ask employers:

- Please describe the duties of the job for me
- What kinds of assignments might I expect on the job?

- Does your company encourage further education?
- What products (or services) are in the development stage now?
- Do you have plans for expansion?
- Is this a new position?
- May I talk with the last person who held this position?
- What is the usual promotional time frame?
- What do you like best about your job/company?
- How long is the probation period?
- Has there been much turnover in this job area?
- Do you fill positions from the outside or promote from within first?
- What qualities and skills are you looking for in the candidate who fills this position?
- Where does this position fit into the organizational structure?
- How much travel, if any, is involved in this position?
- What is the next course of action? When should I expect to hear from you or should I contact you?
- If your job change involves relocation, investigate the economy and cost of living. A ten-percent salary increase may not be worth it if your cost of living will rise twenty percent
- A final factor to salary negotiation is keep your interests and the company's in mind. If you accept the job you will have to work with your supervisor, and treating him/her as an adversary may make future interactions uncomfortable

Salary Negotiation

Different companies handle salary negotiations differently; as a rule they may fall into one of two categories.

1. Primary offer is competitive:

This is a well thought out offer taking into account the wages paid to people doing similar work with similar skill levels in the external industry and in the company. These companies may have a standardized salary range to work with; consequently employees will be paid according to their skill level.

2. Salary negotiation is welcome:

in situations where negotiation is welcomed the culture or the person extending the job offer dictates openness for negotiation. This may be a test to see how well you negotiate or in competitive cultures where money is used as a motivator. Salary negotiation usually occurs at higher levels of employment.

Tips for negotiating salary:

- Delay revealing your current salary for as long as possible
- When asked about salary, mention your experience, the differences in responsibilities and inquire about the range. Most often employers base on offer on current salary. This may be *10-15 percent* higher than current pay.

Example:

Employer: What is your annual salary?

Answer # 1: What range do you have in mind? My responsibilities were different in the past than those that you require.

Answer # 2: As my resume reflects I have five years experience in the field and have increased (sales, quality, and production) by XX percent. What is the actual salary range? (If no official range exists ask what the employer is considering paying the best-qualified candidate.)

Doing your homework before you negotiate salary:

- Find out the basic information on the company and industry:
- Years in business
- Number of employees
- Privately held or publicly traded on the stock exchange
- Past financial performance
- Conduct a salary survey of employers in the industry who have similar positions
- Investigate industry trends (automation, downsizing or product obsolescence)
- When considering an offer, keep in mind the complete sum of your compensation. This includes annual salary, stock, insurance, retirement benefits, commissions, and bonuses

When and how to disclose a disability:

A general rule of thumb – focus on your ability, not your disability. Disclosing your disability is a personal decision.

If you have a *visible disability* state your disability as a matter of fact, do not apologize for it.

ABOUT THE INTERVIEW

Whether your disability is visible or not visible, use the interview as your opportunity to sell your skills and ability to do the job. You may disclose the disability in a casual yet confident manner close to the end of the interview or at the time of the job offer.

Be sure to explain to the employer how your disability may or may not affect your ability to perform the required job duties, and what accommodations you will require to perform those essential functions.

Again, as much as possible keep the focus on your abilities to do the work and how the accommodation(s) will remove barriers to doing the job, much like a special light for an artist or a table for an architect.

Know what accommodations you need, as well as where to get them and approximate costs. If you do not have the information call:

Job Accommodation Network *(800) 526-7234 Voice/TDD*

Deafness is invisible but not a good idea to wait until end of interview to disclose. The choice is yours to disclose and when, but keep in mind that if you do not disclose, you are not protected by the Americans with Disabilities Act (ADA).

Using a Sign Language interpreter:

Introduce your interpreter right after shaking hands with the interviewer. Ask the employer if they have ever interviewed someone who uses an interpreter. If they have not, explain that the interpreter is there to facilitate communication and not to provide input into the interview. Explain that the best place for the interpreter to sit is next to the interviewer so you can see both at the same time. Remember to ask if this set up is all right with the interviewer before sitting down.

Tell the interviewer they should direct their comments to you and not the interpreter.

Handling illegal questions:

Despite legislation, discrimination does happen. Many employers are unfamiliar with various disabilities and simply need to be educated.

By law, an interviewer can only ask questions that relate to your disability to perform the essentials functions of the job; however, some interviewers are not aware of what constitutes illegal questions and may ask inappropriate questions.

ABOUT THE INTERVIEW

If asked an illegal question, it is often best not to alienate the interviewer by getting angry. Instead try to briefly answer the questions (if you feel comfortable doing so) and quickly relate to your ability to perform the work.

If asked, *"I see you are in a wheelchair. What happened to you?"* A good response would be, *"although I am disabled, my wheelchair does not prevent me in any way in carrying out the requirements for this position.*

Or if asked, *"How do you plan on addressing your disability to clients?"* A good response might be: *"I don't feel that would be an issue. I feel my skills do the job for them would be the main issue which I would address."*

Note: *If* you choose to file a discrimination complaint, you can contact a private attorney or the *U.S. Equal Employment Opportunity Commission within six months of the incident.* Before filing, it is a good idea to discuss the situation with a lawyer, a school or rehabilitation counselor, or a representative from a community agency. These professionals may be able to help guide you and clarify the problem and possible solutions.

General Guide to Disclosure Timing

Method of Disclosure	**Use When...**
Third-Party Referral	Someone else can sell you
Resume **	Employer will see it as a positive
Cover Letter **	It helps meet specific job responsibility
Employer call for an interview	You have visible disability and want to avoid shock effect or awkwardness during interview
Your call to disclose	You have a visible disability and want to avoid shock effect and awkwardness during interview- informs the employer over the phone call.
Application **	Asked a direct "Do you have a disability that will preclude you from performing the essential functions of the job?" You may answer "Will discuss" or if you can perform the functions with accommodations, you may answer "No."
Interview – the moment of meeting	You have a visible disability and you want surprise factor so employer doesn't have time to develop stereotyped ideas (Caution: some employers may find it hard to move beyond shock and focus on your job qualifications- You must help them do so by openly discussing your disability with them).
Interview- pre-offer	You have an invisible disability that may affect a job-related function or require accommodation.
Interview- post-offer, pre-acceptance	You have an invisible disability that will not affect any job-related function nor require any accommodations; you may choose not to disclose at all.

***** Disability issues are not usually discussed on these documents. For some government or disability related jobs; your disability may be an advantage.***

Dressing Professionally

For the interview:

- Dress conservatively. Don't make an individual statement with your dress
- The strategy to use is to show that you understand and accept the interviewer's values, tastes and socioeconomic expectations about dress
- Show you want to fit in… not stand out
- Research the company image – is it conservative like banking, law, or finance industries? Or is it an innovative, creative business that tolerates more adventurous styles? Then dress to match.
- Keep good poise and posture—don't lean or hunch over when walking or sitting if possible
- Make sure your clothes are comfortable – it doesn't instill confidence to see someone tugging at their collar or wobbling in their shoes

On the job:

- Better to dress more formally initially – you can always modify it later
- Observe what others around you are wearing
- When in doubt, ask your supervisor – some companies have certain informal days
- Pick the clothes that are right for you and right for the company

Other considerations:

Quality:

- Buy the best quality you can afford. Work clothes are an investment.
- When inspecting a garments' construction, look for the following:
  Straight seams with even stitching
  Neatly finished buttonholes with no loose threads
  Plaids and stripes match at seams
  Even hemlines
  Zippers lie flat
  Collar fits closely and comfortably around the neck
  Pockets and vents stay closed and don't buckle up
  Waistband is comfortable… even when moving around
  No straining seams
  Arms move freely
- Better clothing stores offer the services of professional tailors and seamstresses

- Coordinate a wardrobe comprised of individual pieces that work well together
- Keep in mind the cost and requirements of appropriate care (i.e. dry cleaning, hand washing, etc.) If you can't care for a garment properly... Don't buy it!
- After use, hang suits and nice dresses on appropriate hangers, brush suits – let air overnight before putting away, and allow resting one day before wearing again. The same goes for shoes.

Resources you can use to help you with dressing for success:

- Fashions for Disabled People by Nellie Thornton
- Laryngectomee Fashions
- E&J Avenues (Clothing/wheelchair-users)
- National Old Shoe Exchange

Guidelines for men:

Buy 100% natural fiber suits if possible; or else buy a blend

- Wool or wool blend suits breathe the best and retain shape well
- Worsted flannels, gabardine, tropical wool, linen, or cotton

Jackets:

Silhouette: British Classic
American Classic
The Wedge

Sleeve: Falls _ inch short of the shirt cuff. Don't let cuff links or buttons show.
Lapel: Just short of half way between collar & shoulder line

Shirts:

Collar Type: Round *or broad faces* – Long pointed collars
Long faces – Rounded or spread collar
Oval faces – Any, except rounded collars

Collar size: Measure lower neck, where the collar button rests. Leave _ inch leeways

Sleeve length: Long sleeves are required! Measure from middle back to shoulder, slightly bend arms, and bring tape to wrist

Color: Dark blue or dark gray suits only (No green or gold)

ABOUT THE INTERVIEW

Tie: Use to balance out shirt – If the shirt has a pattern, chose a tie that doesn't and vices versa.

When is doubt, wear a solid color
Preferably silk

No wider than the lapel (3" – 3 _")

Socks: Mid calf or full length socks in black or a very small design. No bare calves!

Shoes:

- Loafers with sport jacket and trousers
- Tie shoes with a more formal suit
- Black or brown only
- Quality leather if you can afford it. Polish as necessary.
- Not only is a well-fitted shoe more comfortable, it also keeps shape better & lasts longer

Guidelines for women:

Jackets:

Silhouette:

Single Breasted: Classic & conservative
Double Breasted: Be sure buttons are close together

Unstructured: Most casual. Buy 100% natural fiber suits if possible; or else buy a blend

Color:

- Start with the conservative colors – navy, dark gray, and black
- Avoid white or colorful shoes. Basic colors; Black, navy, dark brown, taupe, or burgundy
- Solid color blouses are best or subtle prints
- Bright colored dresses and stripes work, if they are discreetly chosen
- When in doubt, go subtler

Skirt:

Straight Skirt: Most formal/authoritative
A-line: Comfortable
Pleated: Slim look; more expensive to clean

Shoes:

- Low to medium heel pumps – no sandals or high heels

- Quality leather if you can
- Buy three pairs and rotate for longer wear

Blouses:

Buy natural fibers or blends whenever possible, primarily cotton or silk
Long sleeves are a more professional look. Never bare arms.

Dresses:

Too many pastels or bold plaids may be too sporty for business
Can wear with a jacket during business hours and without after hours

Hosiery:

NEVER go bare legged for business!

- Neutral color is best – slightly darker than your skin
- If you are short and/or heavy, vertical lines make you look taller and thinner
- If you have scoliosis (curvature of the spine), diagonal lines that run opposite the curvature of your back will visually lift a low shoulder and balance the scoliosis
- If you use a wheelchair, clean, uncluttered lines show best your seated figure. Off-the-rack suits can be altered to alleviate the pouch effect in the seat area and the lapel and shoulder roll of the jacket.
- If you use braces, artificial limbs, crutches, or wheelchairs, look for fabric strength in areas that must take heavy wear

Remember clever use of color, line and fabric can make the body appear different than it is!

ABOUT THE SEARCH

Looking for Work

1. Traditional job search methods:

Reading the help wanted ads in the newspaper

Going to personnel offices
Going to local employment service offices
Using a private employment agency

2. Active job search methods:

- Networking Using:
- Warm contacts (people you know)
- Cold contacts (people you don't know)
- Marketing Yourself
- Making Telephone Contacts
- Actively Locating Sources of Jobs
- Actively Finding Jobs/Internships
- Internet

The *Traditional Job Search Methods* is where you will encounter the most competition for jobs, because these are all jobs that have been advertised and are open to the general public. *Only 25 percent of all jobs are actually advertised.* Therefore, it is better to use *Active Job Search Methods* because you will tap into *the Hidden Job Market.*

The hidden job market:

What is called the *"Hidden Job Market"* is accessing job vacancies by going directly to the source, and learning about openings BEFORE they hit the newspapers or placement agencies. In other words, networking with supervisors and others who work in your field to find out about current or future openings. J. Michael Farr (1991) divides a job opening into *four steps:*

First stage, there is no job open now

Second stage, there are no formal openings, insiders know of the possibility that an opening exists.

Third stage, a formal opening now exists, but it has not been advertised.

Fourth stage, the job opening is advertised.

ABOUT THE SEARCH

This section provides information on developing active job seeking methods.

Networking

A large component of an active job search is *networking.* Networking skills will also help you throughout your career to identify new opportunities and to expand in your field. Networking involves meeting people and talking to them about your field or industry in an attempt to get information, such as locating possible job vacancies.

To be successful at networking you must make good use of both warm and cold contacts. *Warm contacts* are people you already have a relationship with, while *cold contracts* are people you don't know, but who can help you.

Warm contacts:

These are people you know who can help you with your job search. You talk to one person you know as a source of information, and they introduce you to one or two people you don't know. These people typically include:

- *Friends*
- *Former employers*
- *Classmates from school*
- *Church members*
- *Club(s) members*
- *People from athletic club*
- *Neighbors*
- *People who sell things*
- *Relatives*
- *Former co-workers*
- *Members of political parties*
- *Present or former teachers*
- *People you play sports with*
- *Professional organizations*
- *Fraternity/Sorority members*
- *Teachers/Advisors*

Use all of your contacts – let them know you are actively searching for a job. Tell them what you are looking for, and that you would like them to keep you in mind if they hear of anything. Make sure that your important contacts know how to get in touch with you, and give them a copy of your resume if possible. Make sure you check your messages frequently when you are job hunting

Six rules of successful networking:

Step 1: Get started: Call your contact. Tell them you are looking for a job and ask for their help. Ask them to keep their eyes open for possibilities that might interest you.

ABOUT THE SEARCH

Step 2: Present Yourself Well: Be friendly, well organized, polite and act interested in what they have to say.

Step 3: Learn Something: Be open to learn something from your contact, even if they know very little about your field.

Step 4: Get two referrals: Get the names of two other people you don't know that might be able to help you find a job in your field of interest.

Step 5: Follow up on referrals: Call the people and say something like this: "Hello, my name is ____________, I am a friend/associate of ____________. He/she suggested I call to ask you for information. I am looking for a position as a ____________ and he/she thought you might be able to see me and give me a few ideas…"

Step 6: Write a thank-you note: This will help the person you interviewed with remember you. They will be likely to consider you as "thoughtful", "well-organized", or in other positive terms, which will work in your favor if they learn of a job opening for which you might be qualified.

Cold contacts:

These are *job leads* from direct contact with people you don't know, especially employers. There are two basic methods for making cold contacts. The first is using the phone to set up interviews with people who work in companies that need a person with your skills. The second involves going to a company and asking for an interview.

Using the telephone book as a resource to find the names of companies you might be qualified to work for is an excellent idea. The phone book lists virtually every business, both public and private, and it is a free resource guide.

With this in mind, even if there are no job openings advertised, schedule an informational interview with the employer. This is the perfect opportunity to learn more about the company, make yourself known and also to express an interest in any future job openings. When calling about possible openings, NEVER settle for a simple *"No, we don't have any vacancies at this time..."*

Always ask follow up questions such as:

"Are you anticipating any vacancies in the near future?"
"If so, when should I call back?"
"Can you recommend other companies I can contact regarding possible vacancies?"
"Who should I talk to at this other company?" and
"May I use your name when calling?"

Employers don't like to hire or interview strangers. They prefer to hire someone who comes highly recommended or someone whose work and qualifications they are already familiar.

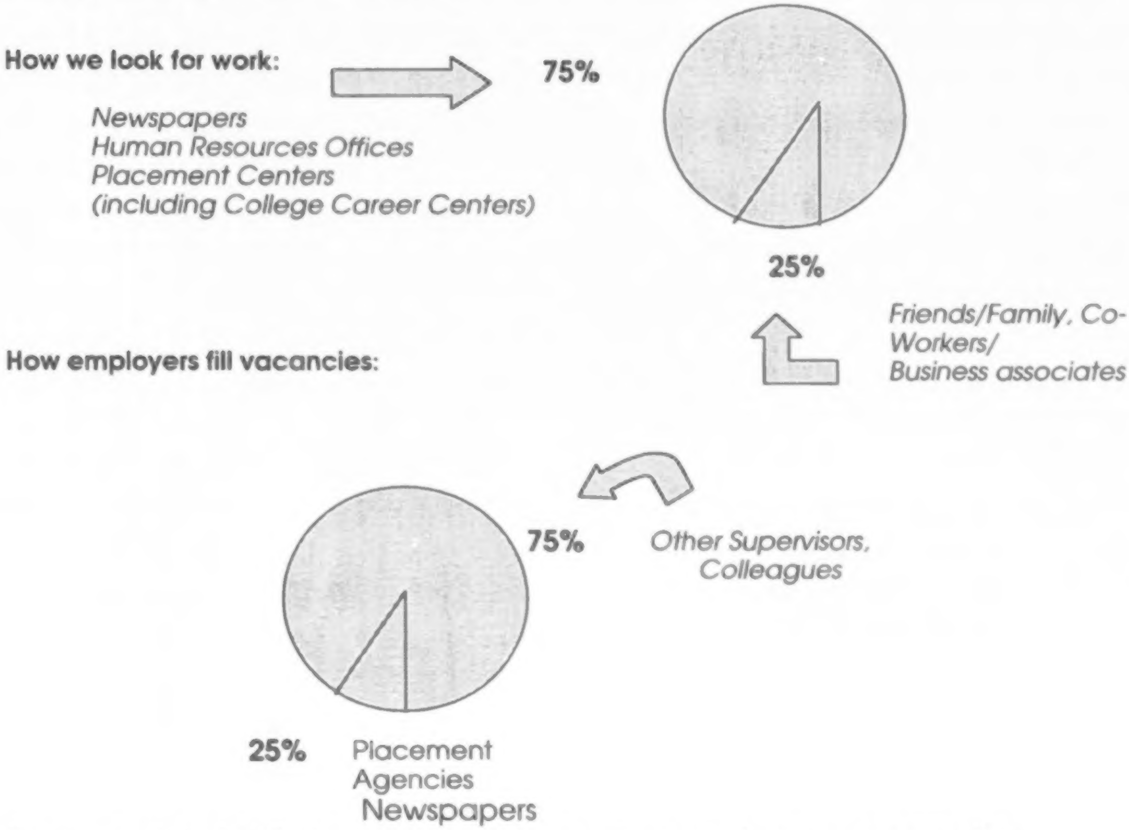
An estimated _75 percent_ of all jobs get filled during the first three stages listed above. That means that only 25 percent of all jobs are actually advertised to the general public.

Therefore, it's important to use a proactive job search!

ABOUT THE SEARCH

Locating Jobs

Studies show that 75 percent of all job seekers look for vacancies using traditional methods such as newspaper ads, employment agencies, etc. This means that most people looking for work are actually looking at places where the competition is high for each position.



If you are using classified ads in the newspaper, for example, you are competing with *75 percent* of the other job seekers. Since *75 percent* of all employers first look to other supervisors to fill a job, try tapping that resource first.

Finding Internships

What is difference between an internship and a part-time job?

While a part-time job is a way to earn money and develop general work skills, an internship are related in some way to your career goals.

When can a part-time job be an internship?

A part-time job can be an internship if it relates in some way to exploring Your career goals. A job at McDonalds can be an internship if the person wants to get into management, especially food service management. The difference between a part-time job at McDonalds and an internship is the difference between a job and a future career. The intern should be spending a portion of his or her time at work directly with the manager, learning as much as he/she can about the manager's job.

Are internships paid or non-paid?

An internship can be either paid or unpaid depending on the employer. Some companies offer only non-paid internships, some offer only paid positions, and some have a mixture of both. Class credit, like paychecks, provide motivation for students to arrive on time discourage absences and encourage productivity.

Companies that offer only paid internships are concerned about possibly violating state hour and wage laws, as well as wanting to maintain a way to keep the interns accountable for their work.

Prospective interns should be flexible and open to either paid or unpaid positions, if possible. This will increase their chances of locating an internship.

Sometimes unpaid interns have more freedom to move around, assist others and learn more about the industry than their paid counterparts.

Why Internships?

Internships help to narrow career options by testing "the fit" of an occupation.

Internships permit you to sample various work environments.

Internships allow insights into options within a field, as well as the positives and negatives of different types of jobs.

Internships provide the opportunity to develop career-related skills beyond the classroom. They look good on your resume.

Internships enable you to interact with professionals in the field and develop your network of contacts.

Internships are temporary, so you are not tied to long-term commitments if you do not like the work.

Internships often lead to permanent employment with a company.

When considering possible placements, it is important that the 'big picture' be taken into consideration, not only the actual internship task. For example, the intern may be delivering mail through the company (a tedious task), but it affords the opportunity to meet people throughout the company and learn about their jobs and relations to the company.

As a prospective intern, consider things that have the potential for:

- Observing others and asking questions
- Learning new things
- Being hired

The employer monitors an internship and the individual has learning objectives to satisfy. The main objective of an internship is gaining experience in a chosen field, rather than earning a salary.

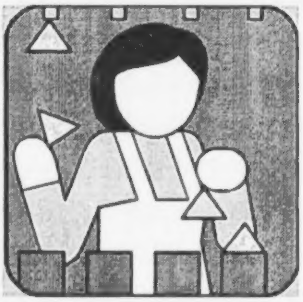
ABOUT THE SEARCH

Additional resources for finding internships:

Peterson's Guide to Internships 2000 "On the Job Training Opportunities for Today's Job Market"
The National Directory of Internships
Current and past job vacancy announcements
United States Office of Personnel Management

Note: Many larger companies have someone in their personnel department who specifically handles internships. When making phone calls, inform the person who answers the phone that you are seeking an internship, and ask if there is someone who specifically handles internship placements.

If no one specifically handles internships, explain your field (i.e. accounting or graphics) and ask whom you should speak to about an internship in that area.



Career Resource List

Sources of general occupational information:

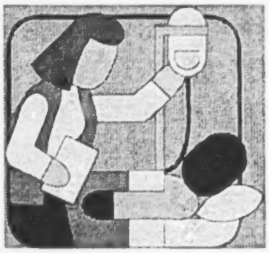
Career in ... and Opportunities in... Book Series
Computerized Career Guidance Programs such as SIGI, FOCUS, and EUREKA
Dictionary of Occupational Titles (DOT), U.S. Employment Service
The Encyclopedia of Careers and Vocational Guidance, J.G. Ferguson Pub.
Guide for Occupational Exploration (GOE), U.S. Department of Labor

Trends in labor markets:

American Almanac of Jobs and Salaries, Avon Books
American Salaries and Wages Survey, Gale Research
Occupational Outlook Handbook, U.S. Bureau of Labor Statistics
Projections 2000, U.S. Bureau of Labor Statistics

Online employment resources:

http://www.jobtrak.com (JobTrak: great for students and alumni; less work experience needed)
http://www.caljobs.ca.gov/ (California's job bank: used by EDD)
http://www.yahoo.com/Business/Employment (Yahoo's listings of employment information)
http://www.hotjobs.com (filled with all sorts of employment links)



Popular career resources:

http://www.monster.com/ (Monster Board)
http://www.headhunter.net (Formerly CareerMosaic)
http://www.careerpath.com (Careerpath)
http://www.careerbuilder.com (under Careerpath)
http://www.abracat.com (Links to newspaper want ads)
http://www.careerbuilder.com (Personal agent checks database for applicant job matches)
http://www.careercity.com (CareerCity's home page)
http://www.careermag.com (Career magazine)
http:www.headhunter.net/jobseeker/jobs/jobfindco.asp (College connection)
http://www.careersite.com (Career Site home page)
http://www.collegenet.com (College Search)
http://www.coolworks.com/showme/ Jobs at ski resorts/national parks
http://www.cweb.com/ (CareerWeb's home page)
http://www.atb.org (nationwide electronic resume system)
http://www.getajob.com (link to database with over 700,000 jobs)
http://www.careeronline.com
http://www.brilliantpeople.com (website for management recruitment)
http://www.engineeringjobs.com (Job search for engineers)
http://www.joboptions.com/esp/plsql/espan_enter.espan_home (E-SPAN's site)
http://www.fedworld.gov (Federal jobs site)
http://www.hospitalitynet.nl (Jobs posted range from chefs to CEOs)
http://www.iccweb.com (Internet career connection)
http://www.jobbankusa.com (Links to databases – keyword, company, field, location)
http://www.job-hunt.org (Job Hunt's home page)
http://www.mit.edu/career/www/handbook (links to various sites)
http://www.nationjob.com (Nation job network)
http://www.petersons.com (Peterson's education center)
http://www.phds.org/ (Links to math related internships and jobs)
http://campus.monster.com (Databases of 35,000 companies)
http://www.topjobsusa.com (Top Jobs' web site)
http://www.tvjobs.com (Links to TV web sites)
http://www.usajobs.opm.gov (U.S. government jobs page)
http://www.wm.edu/csrv/career/career.html (Mega-list of sites for students & graduates)
http://www.classifieds.yahoo.com/employment.html
http://www.4work.com (Internship and volunteer positions)
http://www.showbizjobs.com (jobs in L.A. show business)
http://www.bestjobsusa.com
http://www.bridgepath.com/

http://www.career.com/
http://www.careerxroads.com
http://www.linkable.org (Worldwide Virtual Community of the Disabled, Inc.)
http://www.ajb.dni.us/ (America's Job Bank)
http://www.iquest.net (Online Career Center)

http://www.jobweb.org./
http://www.collegegrad.com/ (College Grad Job Hunter)
http://www.chronicle.merit.edu/
http://www.worldmall.com (General employment)
http://www.eco.utexas.edu/joe/ (Economists)
http://www.firefighter.com/dfire/ffjphp.html (Firefighting)
http://www.helpwantedpage.com/
http://www.doleta.gov/programs/onet (The Occupational Information Network)
http://www.dbm.com/jobguide/index.html (Riley's Resources)
http://www.csun.edu/~hfcar009 (CSUN's Career Center's home page)
http://www.mactemps.com

Specialty sites:

- The Riley Guide – Research for Career and Work Options
  http://www.dbm.com/jobguide/research.html
  A major part of the job search process is research. What do you want to do, where is your job going, who is this employer, what would it be like to live over there, etc. This section of The Riley Guide is provided to help you with your research

- Career information
  http://www.rutgers.edu
  Click on Rutgers INFOdex to find information about career and employment in the search engine by typing "career" and "employment".

- Guides for Specific Careers
  http://jobsmart.org/tools/career/spec-car.htm
  These sites are packed with information about planning your career.

Internet sites worth exploring:

- Margaret F. Riley's Resources
  http://www.dbm.com/jobguide
  Wonderful resources for those who would like more in-depth information about integrating the Internet into your job search.

ABOUT THE SEARCH

- CSUN Career Center Homepage
  http://www.csun.edu/~hfcar009
  Offers a wide variety of information and services for students and alumni, including JobTrak.

- NCOD TRACS Homepage
  http://tracs.csun.edu/
  Offers a wide variety of information and services for students and alumni with disabilities.

- Yahoo's listings of Employment Information
  http://www.yahoo.com/Business/Employment
  Comprehensive and accessible service.

- Head Hunter (formerly Career Mosaic)
  http://www.headhunter.net
  Job listings can be searched by keyword or you can choose a listed company and view their available positions. Information about each company is included. Resumes are accepted for inclusion in their resume bank at no charge.

- Career Path.com
  http://www.careerpath.com
  Includes job advertisements places in the following major U.S. newspapers: The Los Angeles Times, Boston Globe, Chicago Tribune, The New York Times, San Jose Mercury News and The Washington Post.

- Monster Board
  http://www.monster.com/
  Operated by ADION Information Services, a large recruitment-advertising agency in New England. They offer an overview of employers and several interfaces for job hunting.

- E-Span, The Interactive Employment Network
  http://www.espan.com/
  E-Span provides a searchable database of job openings as well as a wide variety of resources for the job seeker. Lots of great information here.

- FEDWORLD – The U.S. Government Bulletin Board
  http://www.fedworld.gov/#jletr
  This online service offers access to detailed information from over 50 agencies and includes access to federal job opportunities.

ABOUT THE SEARCH

- America's Job Bank
  http://www.ajb.dni.us/
  This service features jobs from the State Employment Services of all 50 states. Searchable by keyword, job code, and even military occupation code.

College students only:

http://campus.monster.com (Databases of 35,000 companies)
http://www.jobtrak.com (JobTrak: great for students and alumni; less work experience needed)
http://www.headhunter.net/jobseeker/jobs/jobfindco.asp (College connection)
http://www.collegenet.com (College Search)
http://www.mit.edu/career/www/handbook (links to various sites)

http://www.wm.edu/csrv/career/career.html (Mega-list of sites for students and graduates)
http://www.4work.com (Internship and volunteer positions)
http://www.collegegrad.com/ (College Grad Job Hunter)
http://www.csun.edu/~hfcar009 (CSUN's Career Center's home page)
http://www.rutgers.edu
Click on Rutgers INFOdex to type "career" and "employment" in the search engine.
http://www.chronicle.merit.edu/
http://college.careerbuilder.com

Government listings:

http://www.fedworld.gov (Fed World site)
http://www.usajobs.opm.gov (U.S. government jobs page)
http://www.doleta.gov/programs/onet (The Occupational Information Network)

National job search sites:

http://www.yahoo.com/Business/Employment (Yahoo's listings of employment information)
http://www.hotjobs.com (career search website)
http://www.monster.com/ (Monster Board)
http://www.headhunter.net (formerly CareerMosaic)
http://www.careerpath.com (Careerpath)
http://www.coolworks.com/showme/ (Jobs at ski resorts/national parks throughout U.S.)
http://www.hospitalitynet.nl (Jobs posted range from chefs to CEOs)
http://www.iccweb.com (Internet career connection)
http://www.jobbankusa.com (Links to databases – keyword, company, field, location)
http://www.job-hunt.org (Job Hunt's home page)
http://www.nationjob.com (Nation job network)
http://www.ajb.dni.us/ (America's Job Bank)
http://www.iquest.net (Online Career Center)
http://www.jobweb.org (Job Web)

MARKETING YOURSELF

Steps to take:

Be honest with yourself:

If you are discharged take responsibility, have an honest frank conversation with yourself about how and why this happened. Consider what contributing factors caused this and how a change in your behavior could have prevented this. Rehearse how you will address this in an interview.

Be open:

Let the employer bring up the subject of your unemployment. If he /she does: State the circumstances truthfully, and don't volunteer too much information. Never be self-punishing or act victimized when speaking to a possible employer.

You don't need to refer to the incident on your resume and you don't need to preface an interview by disclosing the details prematurely.

How to convince potential employers that you are worth hiring?

- Evaluate the circumstances under which you had to leave
- Address the problem with your potential employer...honestly
- Accentuate the positive

You have addressed the reason why you are unemployed. Emphasize what you learned and what you will do in the future to make sure history doesn't repeat it self. Share the benefits provided to your past employer.

Marketing yourself is the same as advertising and 'selling' yourself to an employer...Much like any other product.

For example, imagine that you are selling laundry soap. There are many types of soap available at the store, right? How are you going to make your product stand out among the competition?

The first step is to determine your audience, who will buy the product? You research the area where you want to sell your product, and determine who buys the most laundry soap.

The next thing to do is to determine what are the needs of your audience? Maybe your research shows that your target group fits in a particular income level and therefore saving time and money is important.

MARKETING YOURSELF

After doing an analysis of your product and benefits of using it, you develop an advertising campaign that targets how your product meets the needs of your audience. It is important that you make sure how you package your soap is attractive to your audience.

Once your product hits the stores, you must be constantly evaluating your marketing approach. Be prepared to make changes if you find that you are not hitting your target audience, or if the target group changes in your area.

Who is your audience?

Research your field in the physical area where you want to work. Which companies want to hire people who do the type of work you do?

What are the currents needs or trends with these companies?

Is the company expanding? Downsizing? Introducing new products or services? What regional or national issues affect this company? How do your qualifications fit their needs?

What benefits do you have to offer an employer?

What do you have to offer the employer that will help them along in their business? Think in general terms (i.e. prompt, good people skills, good organization) and specific terms (i.e. proficient using IBM computers).

Develop an advertising campaign that targets the needs of your audience:

This means your 'total package,' including your general appearance and attitude that matches your audience. Emphasize these qualifications in your resume, cover letter and application. These are the tools you use to advertise your product – **YOU.**

Constantly re-evaluate your approach, and be prepared to make changes:

Are you getting invited in for interviews? Are you getting job offers? You should ask people you know in the field (professors, networking contacts, career counselors, etc.) for feedback on your package and approach.

If possible, contact people you interviewed with who did not hire your and ask them for feedback as to how you can improve your 'package'.

The American Heritage dictionary as "pride in oneself and self respect" defines self-esteem. Successful people believe in their own abilities.

One way to develop positive self esteem is through a thought process called "*positive reframing.*" Positive reframing is when you change your irrational or negative beliefs to rational, or more realistic and positive beliefs.

It is moving away from the negative beliefs and moving towards positive beliefs. Reframing your beliefs can empower you and help give you self-confidence.

Examples of reframing your thought process and beliefs:

Negative beliefs	**Reframed into**	**Positive Beliefs**
Employers don't want to hire someone with a disability...		Employers want to hire qualified applicants. I'm qualified and will make a dedicated hardworking employee
I can't compete with applicants who don't have disabilities...		ADA levels the playing field. Now is the best time in history to sell myself in an interview
The competition is overwhelming...		Nine out of ten people won't take the time to learn how to become a skilled job seeker. I will. This will give me an edge

MARKETING YOURSELF

Tips to help keep your spirit and self-esteem high when times are tough:

- Form a buddy job search team. Some school and organizations have job clubs where you can find support.
- Rejections simply mean you haven't found a job match yet. At least 95 percent of search rejections are impersonal, so don't take them personally.
- Maintain your health and energy level by taking care of your body, eating the right kinds of food and getting enough sleep.
- Get up every morning and dress for work; you are working at your job search whether or not you have appointments that day.
- Get as much support from family and friends as you can. Hang out with upbeat people.
- Remind yourself there are thousands of people with disabilities who are productively employed. Consider Theodore Roosevelt, Stephen Hawking and many others that have led outstanding legacies to all of us.

Listed below are some suggestions to help you take an active approach to your job or internship search. Keep in mind that these are only suggestions, and you may have different ideas for taking an active approach.

Active job search methods include:

- Devote more time daily to searching for jobs and internships.
- Use multiple methods of finding job and internship leads (Visit at least two of these sources each day
- Think of finding a job or internship as a full time job
- "The early bird gets the worm." No sleeping in or goofing off
- Be assertive and willing to take risks
- No matter what happens, keep on trying

Marketing Your Disability

For job seekers with disabilities, consider your disability in your total package. Would your disability offer any benefits to the employer?

For Example:

- IF you are hard of hearing, you may ask that notes be taken for you during meetings. These notes could then be distributed to all that attended the meeting, thus refreshing everyone's memory and increasing follow through.
- If you have speech impairment and the job you are applying for requires making contact with other departments, you may use a fax machine or fax modem on your computer to get the information to them. Having a hard copy to work from decreases miscommunications between departments.
- Increasing access for someone who uses a wheelchair increases mobility access for everyone, just like increasing lighting for someone who has low vision benefits other employees.

If is not always easy to see the benefits that your disability may have for a company where you are applying. A good way to approach this issue is to use the *"Disability Assessment" and "Self-Assessment Summary Sheet"*. Once you have a good understanding of your disability and accommodation needs, try to write down a benefit to the employer for each. Ask friends, family, teachers, classmates, counselors, etc. for help in determining possible benefits. Study your list, and use it when disclosing your disability to an employer.

Finding the right position takes time! Prepare yourself to hear some "thanks – but –no thanks"... and an occasional flat out "No". Don't take things too personally, yet be prepared to make improvements in your approach.

On occasion, keeping yourself going on your job or internship search may become difficult, and this may be especially true for some people who have disabilities.

108

ABOUT JOB EXPECTATIONS

Employee Expectations:

There are certain behaviors you can expect from the company you work for. You can expect your employer to:

- Pay your salary
- Provide safe working conditions
- Provide some training related to the specific needs of your job
- Provide reasonable accommodation for disability-related needs
- Introduce you to your co-workers
- Explain company policies, rules, and regulations
- Tell you about changes in your duties, responsibilities, working relationships, rate of pay and vacation schedule
- Evaluate your work by telling you both the positive and negative aspects of your performance

Be sure your understand how often you will be paid so you won't be confused later. If you don't understand the pay periods, or if you have a question about your check, ask your supervisor or someone in the Human Resources Department for more information.

Employer expectations:

As a new employee, there are certain behaviors/characteristics the company will expect from you as an *employee*. Listed below are employer expectations:

Initiative: Employers will expect you to complete your own job. If you haven't been told what to do, look around to see what needs to be done and do it.

Willingness to learn: Always follow directions exactly as you are told. If necessary, write them down.

Honesty: Employers will expect you to be honest and to tell the truth. Other forms of dishonesty on the job are starting work late, leaving work early and stealing company property (including office supplies). Stealing time is the most costly form of dishonesty on the job. You "steal" time when you come in late or leave early.

Dependability: Your employer will expect you to be on the job every day and on time. If you will be absent or late, call your supervisor. If you have an appointment with your doctor, dentist, etc. let your supervisor know in advance. Try to make appointments before or after work so you won't lose time on your job.

Enthusiasm: The most successful employees are those who are enthusiastic about their work.

Accept criticism: Criticism is the way a supervisor tells you how they want a job done. You are expected to improve because of it. Listen and learn from the constructive criticisms your supervisor will share with you. Try to see how it can help you become a better a worker. Even if you feel criticism is unfair, try not to lose your temper.

Loyalty: Show loyalty to your company.

Punctuality: Arrive at work on time and don't leave early. Avoid long lunch hours and extended breaks.

Transportation: Transportation is a prime consideration for anyone seeking a job. Consider the length of your roundtrip commute and your responsibilities and obligations outside of work, and the value you place on your time. Consider different forms of transportation such walking, bicycling or use of mass transit services i.e. bus, trains, or shuttles.

Secure transportation before accepting the job. Don't be late – negotiate arrival/departure times to coincide with the bus/transportation schedules.

Factor the costs:

Dress appropriately: Dress similar to your co-workers.

Ask for further instructions: If the task is unclear or if you are unsure how to complete an assignment, then request clarification.

Be flexible: Accept assignments that may not fall under your specified job duties. They often get you noticed and promoted.

ABOUT JOB EXPECTATIONS

Observe and respect the chain of command:

Learn what position each of your co-workers hold in the office and how their position relates to yours.
When someone offers to help you, accept the assistance pleasantly and with a smile. But don't depend too much on others because they have their own jobs to do.

If someone asks for help never say *"that is not my job."* It is good to share unpleasant tasks because sharing is important in working relationships. If your work is finished early, you may offer to help someone else, depending on the rules of your workplace. Sharing work helps to build good relationships.

When in doubt, ask questions:

Don't hesitate. When you need help, ask for it. People will respond to you if you let them know you want to learn and work.

Learning the corporate culture:

The Corporate Culture of an organization is the set of unwritten rules that dictate how the organization runs. As a new employee, rarely will there be someone who will teach these rules to you. Therefore, it is up to you to observe and watch the social interactions of your co-workers to see "how things are done in this office".

During your first days in the organization, watch to see how the office runs. You will be evaluated not only for you work performance, but also how well you "fit" into the company's culture. For example, you might look for the following things:

Watch how your co-workers interact with each other:

Are there certain cliques (groups) that you can see are formed? Is this an informal atmosphere where the co-workers are casual and friendly with each other? Or is it a formal atmosphere that does not tolerate much socializing?

ABOUT JOB EXPECTATIONS

Watch to see how your co-workers complete their assignments:

Is there a particular format that everyone appears to follow?
Is there a chain of authority that exists depending upon a person's position within the company?
That is, as a new employee, are there certain things that you are not "supposed to do" because you would be overstepping your boundaries?

What are your co-workers' attitudes towards the supervisor(s)?

Does the supervisor(s) tend to treat all employees the same or does it appear that some employees are given the favored assignments?

What type of office politics exists in the workplace?

Are there certain unspoken policies and procedures that are followed?

Do individuals in the office tend to help one another, or is worked carried out independently?

Is this a competitive atmosphere, or is the management trying to promote a "family-like" atmosphere and encourage teamwork?

Is there a person in the office who can officially or unofficially act as your mentor?

Ideally you will be a person that you can refer all your questions to, rather than having to ask your supervisor

Building work relationships:

- Networking/meeting people is important
- Don't forget you are the new person. don't offer your views on every topic.
- Try to meet people in your work area
- It takes time! Be patient with yourself
- Good co-worker relationships help give you a positive image
- Use caution when sharing personal events in your life with co-workers
- Try to resolve problems with co-workers on your own

Your first career experience: Don't be surprised if:

- This job does not satisfy all your personal needs

ABOUT JOB EXPECTATIONS

- It does not constantly stimulate your intelligence
- It does not use all the brains and abilities you think you have
- It does not guarantee instant expertise or promotions
- You are given some mundane chores (Xeroxing, faxing, etc.)

- You don't receive regular feedback
- You rarely see your boss

On the other hand, you should be able to:

- Develop career skills
- Have the opportunity for career exploration
- Gain personal satisfaction
- Learn the importance of positive work attitude
- Have the opportunity to practice thinking and observing skills
- Enrich your work experience by remembering and applying classroom concepts
- Improve your ability to seek and maintain employment

Getting along with your supervisor:

- Understand that not all supervisors are the same, each one has different work styles and temperaments
- Adapt to your supervisor's way of doing things
- Don't be upset if your supervisor has a bad day
- Don't "go over your supervisor's head" without permission
- Ask for a few minutes now and then to discuss how you are doing on the job. Be sure it is a convenient time
- Express your appreciation and satisfaction
- Don't let fear get in the way of a good working relationship with your supervisor

Resolving conflict:

- Observe and survey the situation first!
- Ask to speak with your supervisor or co-worker. Find an appropriate time to meet
- Describe the situation in objective, neutral terms. Avoid accusations or negative remarks. Express your feelings using "I" statements
- Suggest a change or compromise; remember, your idea may still not be accepted! Don't take it personally.
- After all this, put the problem aside

ABOUT JOB EXPECTATIONS

Start on the right foot!

Try answering the following questions after you have been in the new setting for a few days. If you can get the answers to these questions, you're off to a good start.

Who?

Who does what in your work environment?
To whom are you responsible?
Who are good sources for special types of information?
Who are the important people?

What?

What are your responsibilities?
What specific task are you expected to do by yourself, with co-workers, with your supervisor?
What, if any, office policies should you know about? List them and clarify, if necessary.

How?

How does the work get done?
Do individuals help one another, or is work carried out independently?
Are you expected to seek instructions frequently, or is your work reviewed as you work?
How do you get in touch with the right person in case you are sick or some emergency comes up?

Where?

Where are important items kept?
Where can answers be found? (Ask questions about such details. People like to keep newcomers informed.)
Where do you fit into the organizational chart?

When?

When are work assignments due?
When is the appropriate time to ask questions?

Leaving a job on good terms:

The decision to leave a job is never easy. It is one that will cause you to leave a safe routine and role for another of similar or greater responsibility. Leaving a job is stressful, How you feel about leaving depends on the circumstances, your relationship with your co-workers and employer and the terms of leave.

ABOUT JOB EXPECTATIONS

An easier transition:

Standard notice for resigning is two weeks for hourly employees, one month for salary and management employees. This will enable your employer to find a suitable replacement and allow you to tie up loose ends. Resignation letters should include why you are leaving, your last day on the job as well as a thank you for the opportunity. If you are leaving on bad terms do not express your feelings in the letter. You may need to relay upon your supervisor for a reference or you may end up bumping into him/her in a professional capacity. You may end up interviewing with him or her again. Most professionals don't remain in the same position with the same employer.

When asked why you left your previous position always be positive and speak about new challenges and opportunities.

Current issues in employer/employee relations:

Sexual harassment:

The federal definition of sexual harassment is unwelcome sexual advances, requests for sexual favors and other verbal and physical conduct of a sexual nature.

You have experienced sexual harassment if:

- Positions, raises, or promotions have been based on sexual favors
- The behavior hinders the quality or quantity of your work
- Conduct has created a hostile, intimidating or offensive work environment

Sexual harassment can be defined as:

- Employment or advancement in exchange for sex
- Asking a subordinate or co worker about sexual fantasies, preferences, or activities
- Unwelcome touching of any part of a persons body or clothes
- Repeatedly asking for dates after the person has said no
- Sexual innuendoes, jokes or comments
- Ridiculing a persons body or gender
- Making lewd facial expressions
- Sexual drawings or visual material

The two types of harassment recognized by the courts are *quid pro quo* and hostile environment sexual harassment.

Quid Pro Quo: Latin expression meaning this for that and occurs when something is used as a bargaining chip for sex. The benefit can be a job, raise or promotion.

You must prove that the victim is a member of a protected class by law, due to gender, race, age, or religion. The harassment is unwelcome and it has caused harm to the victim, because refusal has effected salary or employment status.

Hostile environment sexual harassment: Occurs when sexual conduct interferes with an individual work or creates a hostile, intimidating or offensive environment.

To prove you must show:

The harassment is severe enough to cause an abusive climate, and that the employer has the knowledge of the problem and has refused to correct it. Documented instances of time, date, name of harasser, location and what was done and said.

Two standards for deciding if an environment is hostile:

1. A reasonable person would find the environment hostile
2. The victim perceives the environment to be abusive

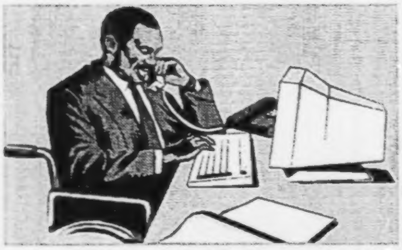
What to do:

Tell the perpetrator clearly to stop if the behavior continues involve the management. Report any instances of harassment to human resources they are the employee liaison and will investigate the compliant. If no human resources department exists contact your supervisor. If the abuser is your supervisor contact his/her supervisor or the *Equal Opportunity Commission.*

Sexual Harassment is a violation of the civil rights act of 1964 title VII; claims of discrimination must be filed within 180 days of the incident.

ABOUT JOB EXPECTATIONS

Remember today's workplace is full of diversity and we need to work with people from different cultures, race , disability, sexual orientation, religion, etc. The more we get along with our co-workers the better our chances of accomplishing our career goals.



ABOUT THE ADA

ADA, an overview:

On *July 26, 1990*, President George Bush signed into law *the Americans with Disabilities Act (ADA)*. The intent of the Americans with Disabilities Act is to prevent discrimination against qualified people with disabilities in employment, public services, transportation, public accommodations, and telecommunication services.

The ADA means organizations and their managers can no longer screen out individuals with disabilities in the hiring process, nor can they discriminate in any area if employment, including compensation, promotions, benefits, or firing. Organizations may not conduct pre- employment inquiries into the nature of an applicant's disability. Organizations must be aware of physical barriers in their work environment and make available up-to-date relevant job descriptions to their workers.

The five parts of the ADA:

Title I, Employment: Its purpose is to prohibit discrimination in employment against qualified individuals with disabilities.

Title II, Public Services: This title prohibits discrimination in programs run by public entities such as state and local governments or agencies, including public transportation. It does not include the federal government.

Title III, Public Accommodations and Commercial Facilities: Private businesses open to the public must make sure that people with disabilities are able to obtain the goods and services they offer. This includes making sure that all buildings, new and existing, are accessible to individuals with disabilities.

Title IV, Telecommunications: Requires telephone companies to make relay services available for individuals who are deaf, hard of hearing and speech impaired.

Title V, Miscellaneous: This catchall section includes a variety of technical items, including a provision that the ADA does not override state laws that prohibit discrimination against individuals with disabilities.

Title I, Employment: Three steps

1. A person is qualified for a job if he or she can perform its essential functions.
2. If a person cannot perform an essential function, the employer must consider whether the person could do the job with some reasonable accommodation.
3. The employer must provide the accommodation unless it would be an undue hardship or pose a safety hazard.

Important ADA definitions:

Qualified candidate: Can perform essential functions with or without reasonable accommodations.

Essential functions: What an individual must be able to do to hold a specific position, with or without accommodation. The tasks are inherent in the position and specialized skills may be required to perform the tasks. Only a limited number of employees may be able to perform these tasks.

Marginal functions: Tasks that can be easily transferred to another employee without hurting the employer's business.

For example:

> A federal court held that answering the telephone was not an essential function of a time-and-attendance clerk at the post office. They found that the clerk was responsible for documenting and analyzing the hours that postal service employees worked. Therefore, it would be discrimination not to hire an otherwise qualified individual who is deaf or has a speech disability.

Reasonable accommodations:

- Making a change, through technology, time, etc., so that qualified persons with disability can participate in the workplace.
- Equal opportunity application process.
- Equal chance for a qualified individual to perform essential functions.
- Equal benefits and privileges of employment.

Undue hardship:

The accommodation(s) would be unduly costly, extensive, substantial, disruptive, or would change essential functions of a job.

Disability:

A physical or mental impairment that substantially limits one or more major life activities.

Major life activities:

Seeing, hearing, speaking, breathing, walking, learning, ability to work, performing manual tasks, caring for self, a record of such impairment and being regarded as having such an impairment.

Not considered disabilities:

Current use of illegal drugs, homosexuality and bisexuality, transvestitism, transexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting form physical impairments, or sexual behavior disorders, compulsive gambling, kleptomania, or pyromania and psychoactive substance use disorders from current illegal drug use.

ADA Employment Opportunity Enhancers

Title I Employment: Protects applicants and employees in private sector and state and local government agencies with 15 or more employees.

Title II Public Services: Protects applicants and employees in small state and local government agencies employing fewer than 15 workers. Requires that all state and local government services, programs, and activities be accessible. Targets accessibility in public transportation, such as city buses and commuter trains as well as AMTRAK, operated by state and local government agencies. Not applicable to federal government.

Title III Public Accommodations and Services: Targets accessibility in public private entities. Includes transportation, such as buses and vans operated by private entities. Prohibits private businesses and service providers, such as restaurants, restaurants and banks, from discriminating against, refusing services, or excluding individuals with disabilities. Addresses accessibility in existing and newly constructed/altered public accommodations. Businesses and groups that lease space for a conference or a performance at a hotel, convention center must comply. Public accommodations may have to modify their policies and practices to allow the use of service animals. Private organizations that offer examinations or courses for licensing, certification, or credentials are also required to provide appropriate accommodations or auxiliary aids such as extended time or sign language interpreters.

Title IV Telecommunications: Requires telephone companies to offer 24-hour telecommunications local and long distance relay services to customers who are deaf, hard of hearing or speech impaired. Addresses closed captioning of public services announcements.

Title V Miscellaneous: Prohibits retaliation against individuals who exercise their rights under ADA.

Reasonable accommodations:

Reasonable accommodations are changes to a job or piece of equipment that enable a person with a disability to perform the essential functions of that particular job. Essentially, they provide individuals who happen to have disabilities with an equal opportunity to compete in the workplace…and shop in the marketplace.

Types of reasonable accommodations:

- Making the facilities accessible to someone with a disability (i.e. a ramp, Braille signs.)
- Modifying work schedules
- Acquiring or modifying equipment
- Providing auxiliary aids and services
- Appropriately modifying examinations, training, or other programs
- What may be reasonable for one employer in one situation may be classified as an *"undue hardship"* for another in a similar situation.

Undue hardship:

- Undue hardship means that making a reasonable accommodation would be a significant difficulty or expense for the business. Considering the nature and net cost of the accommodation and the availability of tax credits and deductions.
- Considering the overall financial resources of the business.
- Considering possible alternative accommodations that would be less costly.

Auxiliary aids and services may include:

- Qualified interpreters or other effective communication methods
- Qualified readers, taped texts or other methods
- Acquisition or modification of equipment or devices like adjusting
- table for people with wheelchairs
- Similar services and actions that accommodates the needs of a certain disability not mentioned above, i.e. dwarfism

Examples of disabilities, possible access issues, and accommodations:

The list below will give you some suggestions but it does not cover all disabilities or issues

Disability: *Blind and Vision Impaired* (included not only those persons who are totally blind, but also those with limited vision)

Possible issues:

- Path of travel
- Displays of information
- Controls with written directions
- Elevator operating buttons
- Completion of written forms

Possible accommodations:

- "Talking" computers, calculators
- Labeling in Braille
- Respond to written question orally
- Public address system announcements
- Avoid clutter in passageways
- Use writing, drawing, optical aids (e.g. magnifiers)

Disability: *Deaf and Hard-of-Hearing* (include not only those persons who are deaf, but also those with limited hearing)

Possible issues:

- Telephone
- Warning devices (e.g., fire alarms, public address systems)
- Equipment operation, (i.e. captioning for meetings)

ABOUT THE ADA

Possible accommodations:

- Use of amplification devices
- Installation of a TTD (not amplification device)
- Written announcements
- Allow mail or e-mail to be used

Disability: *Psychological Disabilities*

Possible issues:

- Understanding
- Signs
- Controls
- Operating instructions
- Directions
- Regular work hours

Possible accommodations:

- Assistance answering questions
- Providing clear directions
- Flexibility in work hours

Disability: *Upper Body Disabilities* (include not only those persons who have limited use of arms, shoulders, fingers, those who cannot perform certain hand movements, short limbs, quadriplegia or have difficulty controlling their upper body movements)

Possible issues:

- Difficulty operating, locating or reaching
- Door handles
- Toilet room fixtures
- Water fountains
- Telephones
- Vending machines
- Light fixtures

Possible accommodations:

- Relocate a program or service to accessible area.
- Use of adaptive equipment or modifications of present hardware.

ABOUT THE ADA

Disability: *Mobility Impairments* that include difficulties with stamina, persons who use wheelchairs, crutches, canes or have difficulty walking.

Possible issues:

- No grab bars, handrails, or other supports
- No accessible parking
- No public transportation accessibility
- No clear path of travel
- No curb cuts or irregular surfaces
- No ramps or elevators
- No accessible entrances and doors
- No accessible restrooms, phones, water fountains

Possible accommodations: Making necessary structural changes to eliminate physical barriers.

Finding accommodations:

If you are unsure about what type of accommodations are available to meet your personal needs, you can seek advice from career or rehabilitation counselors, or contact any of the following organizations that specialize in helping people identify job accommodations:

Job Accommodation Network (JAN) Voice/TTD: 800-526-7234

Filing complaints:

Before filing a complaint it is a good idea to talk the situation over with someone who is familiar with the ADA and disability such as a rehabilitation counselor or school disabled student services counselor.

Try answering the following questions:

- Is it possible that the employer or public accommodation has never heard of the ADA?
- Is the employer or public accommodation willing to comply but is having trouble understanding the law?
- Is the employer or public accommodation willingly disobeying the law?

Handling complaints:

Title I: U.S. Equal Employment Opportunity Commission (EEOC)

Title II & Title III: Department of Justice Office of the Americans with Disabilities Act

Title III: Architectural and Transportation Barriers Compliance Board

Title IV: Federal Communications Commission

To guarantee federal protection, file a charge within **180 days** of a discriminatory event.

Complaint should be made in writing, signed by the complainant or an organized representative. The complaint must contain the complainant's name and address and a description of the discrimination.

Telephone numbers for ADA information

This list contains the telephone numbers of some agencies that are responsible for providing information to the public about the Americans with Disabilities Act and organizations that have been funded by the federal government to provide information through information centers. The agencies and organizations listed are sources for obtaining information about the law's requirements and informal guidance in understanding and complying with the ADA. They are not, and should not be viewed as, sources for obtaining legal advice or legal opinions about your rights or responsibilities under the ADA.

For your convenience, the numbers for reaching these offices by both voice telephone and TTD telephone devices (also called text telephones) are listed.
A directory indicating which agencies and organizations to call for information on the different provisions of the ADA:

- *American Foundation for the Blind:* 232/223-0101 (TTY)
- *American Speech- Language- Hearing:* 800/638-8255 (voice) Association 800/638-8255 (TTY)
- *Association for Retarded Citizens of the United States:* 800/433-5255 (voice) 800/855-1155 (TTY)
- *Disability Rights Education and Defense Fund:* 800/466-4232 (voice) 800/466-4232 (TTY)

- *Equal Employment Opportunity Commission:* 800/669-4000 (voice), 800/800-6820 (TTY) Alternate number for ordering documents (print and other formats) 202/663-4264(voice), 202/663-7110 (TTY)
- *Federal Communications Commission:* For ADA documents and general information: 202/632-7260 (voice), 202/632-6999 (TTY), 202-632-0942 (Fax) Other inquiries: 800/828-1140 Ext. 703/418-2739 (voice)
- 202/634-1855 (TTY)
- *Technical Assistance and Enforcement* 800/699-3362 (voice)
- *National Association of Protection And Advocacy Services:* 202/408-9514 (voice) 202/408-9521 (TTY)
- *National Council on Disability:* Information Line: ADA Watch, 301/577-7814 (TTY)
- *National Easter Seal Society* Project ACTION (Accessible Community Transportation in Our Nation) 202/347-3066 (voice)
- 202/347-7385 (TTY)
- *National Federation of the Blind* 410/659-9314 (voice)
- *President's Committee on Employment of People with Disabilities* information Line: ADA Work 800/232-9675 (voice) 800/232-9675 (TTY)
- *The Foundation on Employment and Disability:* 800/499-4232 (voice) 800/499-0559 (TTY)
- *U.S. Department of Labor,* Office of Federal Contract Compliance Programs
- *U.S Department Of Transportation, Federal Transit Administration* (For ADA documents and information) 202/366-1656 (voice), 202/366-5273 (TTY)
- *Office of the Federal General Counsel:* (For Legal questions) 202/300-9306 (voice), 202/755-7687 (TTY), 202/366-7153 (FAX)
- *Federal Aviation Administration:* 202/376-6406 (voice)
- *Rural Transit Assistance Program:* (For information and assistance on public transportation issues) 800/527-8279 (voice), 800/527-8279 (TTY)
- *Regional Disability and Business Technical Assistance Centers:*
  For ADA information, assistance, and copies of ADA documents supplied by the Equal Employment Opportunity Commission and the Department of Justice, which are available in standard print, large print, audio cassette, Braille and computer disk:
  Toll-free number for reaching any of the following centers
  800/949-4232 (voice)
  800/949-4232 (TTY)
  If you can't find a region office or reach a wrong number, call 719/444-0268 voice/TTY

  Region I (Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut) 207/874-6535 (voice) 207/874-6535 (TTY)

Region II (New York, New Jersey, Puerto Rico
609/392-4004 (voice) 609/392-7004 (TTY)

Region III (Pennsylvania, Delaware, Maryland, District of Columbia, Virginia, West Virginia)

703/525-3268 (voice)
703/525-3268 (TTY)

Region IV (Kentucky, Tennessee, North Carolina, South Carolina, Georgia, Alabama, Mississippi, Florida)
404/888-0022 (voice)
404/888-9098 (TTY)

Region V (Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota)
312/413-7756 (voice)
312/413-7756 (TTY)

Region VI (Arkansas, Louisiana, Oklahoma, Texas, New Mexico)
713/520-0232 (voice)
713/520-5136 (TTY)

Region VII (Iowa, Missouri, Nebraska, Kansas)
314/882-3600 (voice)
314/882-3600 (TTY)

Region VIII (North Dakota, South Dakota, Montana, Wyoming, Colorado, Utah)
719/444-0252 (Voice)
719-444-0252 (TTY)

Region IX (Arizona, Nevada, California, Hawaii, Pacific Basin)
510/465-7884 (Voice)
510/465-3172 (TTY)

Region X (Idaho, Oregon, Washington, Alaska)
206/438-3168 (Voice)
206/438-3167 (TTY)

Methods of accommodation:

1. **Consult with the employee with a disability to:**

   A. Determine the precise job-related limitation imposed by the individual's disability.
   B. Determine how those limitations could be overcome with a reasonable accommodation; and
   C. Get the employee's recommendation on what accommodation is needed.

Assess:

A. Determine feasibility; and
B. Assess the effectiveness it would have in enabling the individual to perform the essential functions of the position
C. Identify alternatives if necessary

Give primary consideration to the preference of the individual with a disability:

A. Select and implement the accommodation that would be most effective.
B. Monitor its progress.

Reasonable accommodation options:

- Making existing facilities readily accessible
- Acquiring new equipment
- Modifying existing equipment
- Job restructuring.
- Changing the work schedule.
- Reassigning a newly disabled employee to a vacant position because they can no longer perform their old job.
- Changing tests and training materials.
- Examining company policies.
- Hiring a reader or interpreter.
- Permitting the use of accrued paid leave or providing additional unpaid leave for necessary treatment.
- Making employer-provided transportation accessible to individuals with disabilities, if it is already being provided to all other employees.
- Providing reserved parking spaces.
- Sometimes offering personal assistance (I.e. offered from an outside agency free of charge or minimal assistance by another employee.

Examples of Disabilities, Possible Access Issues and Accommodations

Disability	Possible Access Issues	Accommodations
Blind & Vision Impaired (For people who are totally blind, and also those with limited vision)	• Path of travel • Displays of information • Controls with written directions • Elevators button s • Completion of written forms	• " Talking" computers and calculators • Labeling in Braille • Respond to question orally • Air radio announcements • Software: jaws, etc. • Use writing, drawing, optical aids(e.g. magnifiers)
Deaf & Hard of Hearing (for people who are totally deaf, and also those with hard of hearing)	Information obtained through: 1.Telephone 2.Warning devices (e.g. fire alarms, public address systems) 3.Equipment operating noises 4. verbal communications	• Use of amplification devices • Installation of a TDD • Publication of written announcements • Allow mail-in-procedures to be used • Policy accommodating lip readers • Use visual cues for signals • Interpreters (sign language/oral) • California Relay Services • Envision/interactive pagers • Captioning • Communicate with laptop, i.e. note-taking in meetings • E-mails; instant messaging
Psychological Disabilities	Difficulty understanding: 1.Signs 2.Controls 3.Operating instructions 4.Directions	• Willingness of someone to assist and / or answer questions and provide directions

Difficulty with Upper Body Movements(include not only those persons who have limited use of arms, shoulders: persons who use wheelchairs or crutches; hand movements , or have difficulty controlling movements)	• Difficulty operating (or locating or reaching) certain hardware: 1. Hand controls on doors 2. Restroom fixtures 3. Water foundations 4. Telephones 5. Vending Machines 6. Light Fixtures	• Relocate a program or service to accessible area • Use of adaptive equipment or modifications of present hardware
Mobility Impairments (include those persons having physical motion difficulties, stamina limitations , as well as those who use wheelchairs and crutches)	• No grasp bars, handrails, other supports • No designated parking • Distance from parking , public transportation stops • Route of travel 1. Curbs, walks, unleveled, surfaces. 2. Carpeting, textured tile supports • Entrances and doors • Restrooms, phones, water, fountains	• Replace existing hardware, equipment • Making necessary structural changes to eliminate barriers: 1. Install ramps 2. Widen doorways

Accommodations:

Under the *ADA*, there is no specific list of "acceptable" accommodations. In fact, the *ADA* looks to the employer to consider each request for reasonable accommodation on an individual basis. The following are some suggestions, which have been helpful to employers when considering reasonable accommodations for individuals with specific disabilities.

Accommodation suggestions for individuals with learning disabilities:

- Provide clear guidelines and define expectations. Present orally or in writing depending on the person's strengths; i.e.; visual processing or auditory processing.
- A sound insulated work environment may reduce background noise for persons with auditory discrimination difficulties.
- Tape record materials/messages or use of voice mail systems, instead of written materials.
- Use of tape recorders, spell checkers and calculators to facilitate accurate completion of tasks.
- Use of, or develop jigs to assist individuals with perceptual difficulties.
- Provide a consistent workspace. Avoid frequently moving supplies or storage spaces.
- Provide a typist, reader or dictaphone for persons with reading or writing difficulties.

Accommodation suggestions for individuals w/ mobility related disabilities:

- Make sure that the work environment is physically accessible. Make allowances for increased space to maneuver a walker, mobility cart, or wheelchair
- Evaluate, modify, or install elevators, ramps curb and hand railings where needed
- Allow for the use of a personal care assistant while on the job
- Review and ensure that equal social and recreational opportunities are afforded to the entire staff
- Use carts to push material instead of carrying
- Change height (i.e., file cabinets and desks) to enhance access to materials, workstations, and equipment
- Provide note takers for meetings

Accommodation suggestions for individuals who are deaf or hard of hearing:

- Make sure you have the person's attention before speaking. Utilize face to face communication, maintaining good eye contact. Enhance communication with mime, pantomime and gestures where appropriate.

- Rephrase thoughts rather than repeat them. This facilitates lip reading.
- Provide adequate non-glare lighting in the environment.
- Use open, closed or real time captions, which allow an individual to read discussions, presentations or visual materials (i.e., videotapes) on a screen or monitor.
- Telecommunication Devices for the Deaf (TDD) allows phone communication to another TDD or through a relay service.
- Vibration paging devices with text output.
- Sign Language Interpreter services.
- Visual alerting systems for fire alarms, bells or the telephone.
- Use of hearing aid compatible telephone equipment.
- FM or infrared listening systems.
- Use e-mail/instant messaging or fax to convey instructions or communications.
- Provide close seating with clear view for events, meetings and presentations.

Accommodation Suggestions for Individuals with Upper Extremity/ Coordination Disabilities

- Use a carousel workstation to assist with limited range of motion.
- Utilize word processing instead of manual writing. Provide for voice input of entries if needed.
- Tape record notes or presentations.
- Adapt handles to facilitate grip.
- Use touch switches to activate equipment.
- Provide hands-free speakerphones or telephone headsets.
- Adapt or provide equipment for one-handed operation.
- Replace manual tools with electric ones.
- Allow for extra time to complete the tasks.
- Modify work schedule to accommodate rests for fatigue and strain. Consider job sharing, if feasible.

How do I determine what a reasonable accommodation should be?

Most situations must be considered individually and therefore will require some creative thought and input from individuals (employee, supervisor, human, and resource staff) involved.

Resources exist to help modify, adapt, and provide accessibility to your office or plant for both the newly hired or newly disabled employee. Some of these are available at no cost.

Additional resources are available at the state and local level. State Vocational Rehabilitation agencies are often a good source. Also, check with your State governor's Committee or Local Mayor's Committee on employment of people with disabilities for local resources.

Guiding Principles for Providing Reasonable Accommodations

- Reasonable accommodations should be provided in a manner that does not stigmatize or dis-empower the individual.

- The employer should start with a mind set that recognizes the individuals' strengths and potential contributions to the organization, respects the person as an individual and exhibits a willingness to engage in joint problem solving.

- The individual should be involved in all decision making reasonable accommodations.

- All reasonable accommodations should be effective. Employers cannot be forced to use an accommodation.

- An environment should be provided in which disabilities and reasonable accommodations are accepted disclosure is not punished, and individuals' confidentiality is respected.

Accommodations Suggestions for Individuals with Vision Disabilities

- Consider equipment and accommodations specific to the person, I.e. large print text display/ magnifiers, voice synthesized scanners, or Braille producing/duplicating machines.
- Ensure adequate and appropriate lighting.
- Utilize large print formats for written materials where appropriate. Use dark clear fonts along with high contrast definition, generally black and white.
- Utilize audiotapes, voice mail for instructions.
- Ensure that alerting/warning systems utilize effective audio production.

- Allow for the use of a guide dog. Develop training to teach co-workers about guide dogs and their function. Develop accessible space for a guide dog.
- Use raised lettering or *Braille* to mark materials and equipment.
- Use auditory signage or tactile maps with corresponding pathway markings.
- Keep the location/ layout of furniture consistent and make sure that passageways are kept unobstructed. Inform the employee of any changes immediately.
- Allow for close seating with clear view for an employee with low vision.
- Utilize/designate someone to be a reader.

Accommodation Suggestions for Individuals with Chronic Disabilities

- Allow for flexible scheduling. Provide several short breaks instead of one long one.
- Utilize a *"team"* approach to projects. Break large tasks into smaller tasks to reduce stress and anxiety – two of the major aggravating factors of systematic conditions.
- Consider home-based workstations. Allow for working at home and computing work rather than commuting in.
- Centralize job functions if walking long distances is a concern.
- Provide special parking arrangements.
- Permit the use of accrued paid leave or unpaid leave for necessary treatment and medical appointments.

List of resources:

These resources are to use to help identify potential accommodations, as well as sources for products such as computer hardware and software, mobility aids, etc. This is not meant to be a comprehensive list, but rather a source for general information and referrals.

ABLEDATA 1111 18th St., NW, Suite 501, Washington, DC 20036. (800) USA- Able (Voice/TDD). Government funded database of information on products for persons with disabilities.

Barrier Free Environments, Inc. P.O. Box 30634, Highway 70 West Watergarden, Raleigh, NC 27622. (919 782-7823 (Voice/TDD).
Provides consultation and technical assistance on accessibility design at all stages of construction planning and product development.

Breaking New Ground Resource Center, Purdue University, 1146 Agricultural Engineering Building, West Lafayette, IN 47907. (317) 494-5088 (Voice) or 494-5088 (TDD). Provides information and referral to technical assistance programs on making tools, equipment, buildings, and work sites accessible to people with disabilities.

Clearinghouse on Computer Accommodation (COCA), General Services Administration, 18th and F Streets NW, KGDO # 2022, Washington, DC 20405. (202) 501-4906 (Voice), (202) 501-3855 (Fax).

Computer Assisted Technology Services, National Easter Seal society, 70 East Lake St., Chicago, IL 60601. (312) 726-6200 (Voice), (312) 726-4558 (TDD) or (312) 726-1494 (Fax).

Disability Information and Referral Service, Rocky Mountain Resource and Training Institute 6355 Ward Rd.#310, Arvada, CO 80004, (303) 420-2942 (Voice/TDD) or (303) 420-8675 (Fax).

Equal Employment Opportunity Commission (Regulations, Technical assistance and enforcement for Title I: Employment)< 180 L St. NW, Washington, DC 20507. (800) 699- 3362 (Voice).

IBM National Support Center for Persons with Disabilities. (800) IBM- 213 (Voice/TDD). Offers advice on computer- assisted devices for disabled persons.

Job Accommodation Network (JAN), P.O. Box 6123, 890 Allen Hall, Morgantown, WV 26506. (800) 526-7234 Voice/TDD; (800) ADA WORK (800)(ADA Information) (Computer Modem). Provides technical assistance to employers in developing specific accommodation solutions.

National Center for Access Unlimited, 155 North Wacker Dr., St. 315, Chicago, IL 60605. (312) 368-0380 est.49 (Voice) or (312) 368-0179 (TDD).
Provides information and technical assistance on meeting ADA requirements for accessible work site environments.

President's Committee on Employment of People with Disabilities, 1331 F St. NW #300, Washington, DC 20004. (202) 376-6200 (Voice), (202) 376-6205 (TDD) or (202) 376-6219 (Fax).

Small Business Administration, 409 Third St. SW, Washington, DC 20416.
(202) 205-6530 (Voice) or (202) 205-7064 (Fax). Advice to business owners and potential owners.

ABOUT THE ADA

State Department of Rehabilitation Agencies, which are usually located in your state capital and listed in the phone directory, are a source of free information on ways to comply with the ADA.

State Technology Assistance Projects - National Institute on Disability and Rehabilitation Research. Supports projects in 31 states to provide information and technical assistance on technology and related services and devices for individuals with disabilities. Contact: 330 C ST., S.W., Washington, DC 20202-2572. (202) 732-5066 (Voice) or (202) 732-5079 (TDD).

Trace Research and Development Center, S- 151 Waisman Center, 1500 Highland Ave., Madison, WI 53705. (608) 263-5408 (TDD). Maintains a data base if adaptive products and provides referrals.

University and Colleges: Contact the local university or college disabilities office.
(Listed in alphabetical order)

Bazelon Center for Mental Health Law
1101 Fifteenth Street NW. Suite 1212
Washington, DC 20005
(202) 467-5730(Voice) & (202) 467-4232 (TDD)

Center for Mental Health Services, Community Support Program
Substance Abuse and Mental Health Services Administration
U.S. Department of Health and Human Services
ParkLawn Building- Room 11c-22
5600 Fishers Lane
Rockville, MD 20857
(301) 433-3653

Center for Psychiatric Rehabilitation
Reasonable Workplace Accommodation Research Project
Boston University
730 Commonwealth Ave. Second Floor
Boston, MA 02215
(617) 353-3550

Disability Rights Education and Defense Fund
2212 Sixth Street
Berkeley, Ca 94710
(510) 644-2555 (voice) & (510) 644-2625 (TDD)

Job Accommodation Network
918 Chestnut Ridge Road Suite 1
Morgantown, WV 26506-6080
(800) ADA- WORK (Voice/TDD)

National Alliance for the Mentally Ill
2101 Wilson Boulevard
Suite 302
Arlington, VA 22201
(703) 524-7600

National Association of Psychiatric Survivors
PO Box 618
Sioux Falls, SD 57101-0618
(605) 332-9124

National Association of State Mental Health Program Directors
66 Canal Center Plaza
Suite 303
Alexandria, VA 22314
(703) 739-9333
National Council on Disability
800 Independence Avenue, S.W.
Suite 814
Washington, DC 20591
(202) 267-3846 (Voice) & (202) 267- 3232 (TDD)

National Depressive & Manic- Depressive Association
730 N. Franklin Street
Suite 501
Chicago, IL 60610
(312) 642-0049

National Empowerment Center
130 Parker Street
Lawrence, MA 01843
(800) POWER-2-U (800-769-3728)

National Institute on Disability & Rehabilitation Research (NIDRR)
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 2020-2572
(202) 205-8801 (Voice) & (202) 205-5516 (TDD)

National Mental Health Consumers Association
4401-A Connecticut Avenue. N.W.
Suite 308
Washington, DC 20008
(216) 621-5883

National Mental Health Association
1021 Prince Street
Alexandria, VA 22314
(703) 684-7722

National Mental Health Consumer Self- Help Clearinghouse
311 S. Juniper Street, Room 902
Philadelphia, PA 19107
(800) 553-4539
President's Committee on Employment of People with Disabilities
13331 F Street, NW
Washington, DC 20004
(202) 376-6200(Voice) & (202) 376-6205 (TDD)
Regional Disability and Business Accommodation Center
ADA Information Hotline
(Connects caller to the appropriate regional center)
(800) 949-4232 (Voice/TDD)

Thresholds National Research & Training Center on Rehabilitation & Mental Illness
2001 N. Clayburn Avenue, Suite 302
Chicago, IL 60614
(312) 348-5522

U.S. Equal Employment Opportunity Commission (U.S. EEOC)
1801 L Street, NW
Washington, DC 20507
U.S. EEOC Publications Center
(800) 699-3362
U.S. EEOC ADA Help line
(800) 699-4000 (Voice) & (800) 800-3302 (TDD)

U.S. Department of Justice (DOJ)
Civil Rights Division
Office on the Americans with Disabilities Act
PO Box 6118
Washington, DC 20035-6118
U.S. DOJ ADA Information Line
(202) 514-0301 (Voice) & (202) 514-0381 (TDD)

ABOUT THE ADA

Washington Business Group on Health
Employer's Resource Center on the ADA and Workers with Psychiatric Disabilities
777 N. Capital Street, NE Suite 800
Washington, DC 2002
(202) 408-9320 (Voice) & (202) 408- 9333 (TDD)

Disability Assessment

When considering career fields, it is important for job seekers that have disabilities to review both the requirements of the job and limitations from their disability.

To help clarify your own disability, red through the following list of requirements, and check any areas that you either can do with difficulty or can not do as all.

This assessment will be particularly useful during the Career Exploration modules.

Areas	Functions
Balancing	Maintain body equilibrium to prevent falling when standing, crouching, walking, or running on narrow, slippery, or erratically moving surfaces. Or maintain body equilibrium when performing gymnastics feats.
Clerical Perception	Perceive pertinent detail in verbal or tabular material. Observe differences in copy, to proofread words and numbers and to avoid perceptual errors in arithmetic computation.
Climbing	Ascend or descend stairs, ramps, ladders, scaffolding, poles, and ropes using feet and legs and often hands and arms.
Color vision	Identify and distinguish colors and shades.
Crawling	Move about on hands and knees or hands and feet.
Crouching	Bend body downward and forward by bending legs and spine.
Depth Perception	Three-dimensional vision. See objects or scenes in true relationship.
Feeling	Perceive size, shape, temperature, or texture of objects and materials by touching or handling, particularly with fingertips.
Field of vision	Area that can be seen up and down and to the right and left while eyes are Fixed on given point.
Finger dexterity	Move fingers rapidly and accurately to work with

	small objects.
Fingering	Picking, pinching, or otherwise working primarily with fingers (rather than with whole hand or arm as in handling.
Form Perception	Perceive detail in objects in pictorial or graphic material. Effectively make unusual comparisons of shapes and shadings of figures and widths and lengths of lines.
Endurance	Work for a prolonged period of time. (6-8 hours).
Handling	Hold, grasp, turn, or otherwise work with hand or hands (fingering involved).
Hearing	Perceive sounds by ear.
Intelligence	General learning ability. "Catch on" or understand instruction facts, and underlying principles. Reason and make judgements.
Kneeling	Bend legs and come to rest on knee or knees.
Manual dexterity	Move hands easily and skillfully, as in placing and turning.
Motor coordination	Coordinate eyes and hands or fingers to perform tasks rapidly and accurately.
Numerical aptitude	Perform arithmetic operations quickly and accurately.
Reaching	Extend hands and arms in any direction.
Spatial aptitude	Look at two-dimensional drawings and think visually of three-dimensional objects.
Speech	Presents words clearly and effectively.
Stooping	Bend body downward and forward by bending spine at waist.
Talking	Express or exchange ideas by spoken words.
Verbal aptitude	Understand meaning of words and ideas.
Vision accommodation	Adjustment of lens of eye to bring object into sharp focus. Especially important when doing near-point work at varying distances.
Vision acuity, far	Clarity of vision at 20 feet or more.
Vision acuity, near	Clarity of vision at 20 inches or less.

Lifting:

☐ Sedentary -10 pounds maximum and occasional lifting/carrying such articles as ledgers and small tools although a sedentary job is one that involves sitting, certain amounts of walking and standing is often necessary in carrying out job duties. Jobs sedentary if walking and standing are required only occasionally and other sedentary criteria are met.

☐ Light- 20 pounds maximum with frequent lifting/carrying of objects weighing up to 10 pounds. Even though weight lifted may be only negligible amount a job is in this category when it requires walking or standing to significant degree, or when it involves sitting most of the time with degree of pushing and pulling of arm and /or leg controls.

☐ Medium – 50 pounds maximum with frequent lifting/carrying of objects weighing up to 25 pounds.

☐ Heavy- 100 pounds maximum with frequent lifting/carrying of objects weighing up to 50 pounds.

☐ Very Heavy – In excess of 100 pounds with frequent lifting/carrying of objects weighing 50 pounds or more.

Self-Assessment Summary Sheet

Disability assessment:

On the lines provided, write down the titles of the areas you have checked. IF there is an accommodation that will help you to perform this function, write it down. If no accommodation exists, write N/A, or none available.

Use the section of the book "Examples of Disabilities, Possible Access Issues and Accommodations" on page XX to help you with possible accommodations. In addition, think of accommodations that you use at home and at school such as a tape recorder, scribe, or TDD, that are also used at work.

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INDEX

ABOUT YOURSELF	Pg. 1
Accounting Resume	Pg. 51
Accounting Resume- Sample	Pg. 63
ABOUT DISABILITY	Pg. 12
ABOUT THE ADA	Pg. 110
ABOUT THE INTERVIEW	Pg. 70
ABOUT THE JOB	Pg. 29
ABOUT JOB EXPECTATIONS	Pg. 101
ABOUT THE RESUME	Pg. 44
ABOUT THE SEARCH	Pg. 82
Access Issues & Accommodations	Pg. 114
Accommodations Resource List	Pg. 126
Action Verbs	Pg. 49
Acquired Brain Disabilities	Pg. 22
Active Job Search Methods	Pg. 99
ADA –an Overview	Pg. 110
ADA Definitions	Pg. 111
ADA Resource List	Pg. 126
Assistive Technology	Pg. 26
Blindness and Vision Impairments	Pg. 18
Career Resource List	Pg. 90
Chronological Resume	Pg. 62
Chronological Resume- Sample	Pg. 59 & 60
Combination Resume	Pg. 51
Combination Resume- Sample	Pg. 62
Contact Information Guide	Pg. 58
Cover Letters	Pg. 42
Creative Resume	Pg. 52
Creative Resume- Sample	Pg. 67
Deaf/Hard of Hearing	Pg. 14
Decision Pyramid	Pg. 37
Determining Accommodations	Pg. 121
Disability Asesstment	Pg. 121
Disability Considerations	Pg. 12
Disability Disclosure Guide	Pg. 77
Dressing Professionally	Pg. 78
Education Resume	Pg. 51
Education Resume- Sample	Pg. 64
Electronic Resume	Pg. 53
Employee Expectations	Pg. 101
Employer Expectations	Pg. 101
Employer/Employee Relations	Pg. 107
Employment Opportunity Enhancers	Pg. 112
Finding Internships	Pg. 87
Functional Resume	Pg. 50
Functional Resume- Samples	Pg. 61

Functional Skills Survey Pg. 8
Good Worker Skills Survey Pg. 7
Guidelines for Men Pg. 79
Guidelines for Women Pg. 80
Handling Complaints Pg. 117
Hidden Job Market Pg. 82
Identifying Occupations Pg. 29
INDEX Pg. 135
Information Interview Pg. 33
Interest Survey Pg. 3
Internet College Students Sites Pg. 94
Internet Government Sites Pg. 94
Internet Job Resources Pg. 91
Internet National Job Search Sites Pg. 95
Internet Sites Worth Exploring Pg. 93
Internet Specialty Sites Pg. 92
Interview- Common Mistakes Pg. 72
Interview- Disability Disclosure Pg. 74
Interview-Dressing Professionally Pg. 78
Interview-Preparation Pg. 70
Journalism Resume- Sample Pg. 69
Leaving a Job on Good Terms Pg. 108
Learning Disabilities Pg. 20
Letters of Reccommendations Pg. 56
Liberal Arts Resume- Sample Pg. 68
Locating Jobs Pg. 86
Marketing Your Disability Pg. 100
MARKETING YOURSELF Pg. 96
Methods of Accommodations Pg. 120
Networking Pg. 83
Occupational Grid Pg. 32
Personal Values Survey Pg. 5
Personality Inventory Pg. 2
Physical Disabilities Pg. 23
Plan of Action Worksheet Pg. 38
REFERENCES Pg. 138
Resume References Pg. 55
Reframing Your Thought Process Pg. 98
Salary Negotiation Pg. 73
Self -Advocacy Pg. 25
Self Assessment- Disability Pg. 134
Self -Presentation Pg. 39
Skills Pg. 6
Skills Assessment Questionnaire Pg. 10
Speech Disabilities Pg. 24
Technical Resume Pg. 52
Technical Resume- Sample Pg. 65 & 66

Technical Skills Survey Pg. 9
Tips for Resume Writing Pg. 45
Types of Resumes Pg. 50
Thank You Note- Sample Pg. 36
The Five Parts of the ADA Pg. 116
Work Related Values Pg. 3 & 4

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